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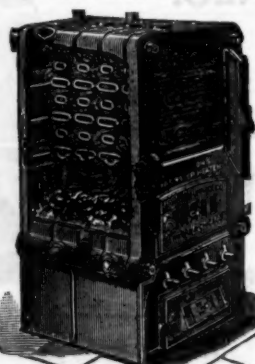
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CONTENTS.

EDITORIAL.

The Bent of the Growing Mind—The Public School
and the Academy—The Primary School—The Cost of
a College Course 179
The Superintendent 180
Pestalozzi 181
System Most Important 181
Hints to Students of Education 181
The Professional Teacher 181
A Boy's Way 182

EDITORIAL NOTES.

THE SCHOOL-ROOM.

Literature in Grammar School Grades. By Clarence S.
Giffin 182
A Method in Reading. 182
Preparatory Reading.—B Primary. By Helen L. Lewis.
Reviews for Primary Pupils. By Kate L. Vignus, Port-
smouth, Ohio. 183
A Practical Language Lesson 183
Spelling 183
How I use the Word-Method. By Nellie C. Alexander,
Louisville, Ky. 183
Things vs. Words. By William M. Giffin, Cook County
Normal School. 183
Elementary Science. By Sup't. Will S. Monroe, Pasadena,
Cal. 183
Acids and Alkalies 183
Taking the Census 184
A Talk with Pupils 184

OUR TIMES.

Of Special Interest to Pupils. 185

CORRESPONDENCE.

Dr. J. W. Redway 186
New York City. 187

BOOK DEPARTMENT.

New Books 188
Reports 188
Catalogues and Pamphlets Received. 188
Announcements 188
Magazines 188

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A GREAT deal has been said about the necessity of early discovering the bent of the growing mind, and educating it along the line of its activities. Minds differ, and this difference often becomes apparent at an early age, as all observing teachers know. Instances are frequent of children who develop wonderful powers in special directions at an early age. For example, a boy of twelve, in Denver, has made a locomotive five feet in length, including the tender, which has been pronounced perfect by expert railroad men. Now is it certain that this boy will become an eminent engineer? By no means. His genius may be purely mechanical and imitative, and not constructive at all. The power of making something like something else indicates low intellectual ability, but the power of making something different from what has ever been made before shows high ability. The difficulty with the old education was that it kept pupils repeating what others had written. No originality was developed, and so this old education was condemned. The new education avoids the rock on which the old split, by stimulating the inventive faculty, and encouraging the learner to exercise all his powers. The whole boy goes to school, not a

part of him. This is as it ought to be, and we are already reaping the immense benefits from this better course. The test for the teacher to apply is, do pupils show the ability of doing inventive, thoughtful, and independent work?

A QUESTION comes from Western Massachusetts that has suggestion in it: "Do you think the public school fills the place of the academy which you probably attended in your youth? You speak so steadily to the public school teachers, and so confidently in favor of public schools, that I am constrained to ask this question."

No; we do not think it fills the place of the academy, nor would the academy fill the place of the public school if it should be substituted for it to-day. The academy was a powerful educational factor in New England and the Middle states; but it devoted itself so mainly to preparing its students for college, that those who did not intend to go to college were not instructed as they needed to be; they were woefully neglected. This the public saw, and hence the establishment of normal schools, the improvement of the public schools, the larger expenditure of money, and finally the extending of the good old-fashioned academy.

There was some of the finest teaching (of its kind) in the academies the world has ever seen. There was an attention to morality, to religion, to manners, to literary culture, that is but rarely given by the public schools. Even the high school, that has succeeded to the academy in many places, does not do this. The reason is that the teachers in the academies were cultivated men and women; they were in a sense perfectly independent. The trustees not being elected by politics, left the management wholly in the hands of the principal. He was autocratic, and this was beneficial to the academy. Again, in most cases the academy was under the care of the church in the town; this gave it a moral and religious support the high school lacks.

It seems surprising that the academy men did not see the coming of the great revolution in public sentiment concerning the public schools. They opposed the normal schools, they opposed the appropriations to public schools, they opposed the teachers of the public schools. But it was all in vain. In a few places there were wise men who got the academy incorporated with the public school system, and thus saved it; it became a high school, the principal a superintendent. These were wise men.

There is a lack in the public schools—there is no use of denying it; but as the years roll on the teaching in them grows better, because the teacher improves in skill. In the academy the teacher wanted the pupil to come; in the public school he doesn't care a cent about this, as his salary is the same. Now this "wanting the pupil to come" is a good thing. Then the interest of the church was worth a great deal; it should be sought for and struggled for to-day in behalf of the public school. The public school aims squarely at bread and butter (it is the great effort of the new educationists to turn it from this, and make the end education); the academy aimed at culture too exclusively, and hence its failure.

There are many teachers in the high schools who keenly feel their limitations. They are able men and women, but they have no community or church to back them. How gingerly they have to touch this and that subject!

As a practical point, it is well worth the thought of teachers who wish to be independent, whether they might not better open their own schools. Very few well managed private schools fail. There is a lack in the public schools, as has been said, and it will be a good while before they will be what the people want. Meanwhile, there is plenty

of room for good teachers. Mark, good teachers. Men who fail as public school teachers are not wanted; it is the men who succeed as public school teachers that are likely to succeed as private school or academy teachers.

THE Central School Journal has an article on "What a Child Should know on Leaving the Primary Room." The catalogue is definite, but the impression left is that the principal effort of the primary teacher is to be directed towards the getting of a certain number of facts in a specified time. The items given are definite. Here are a few:

"By the end of the year three hundred words should be recognized just as readily in print or script, besides about two hundred new words which should have been introduced from time to time, making a part of their vocabulary. They should be able to write simple sentences, both statements and questions, and use capitals, periods, and quotation marks where called for. They should spell by sound all the words containing the long or short sound of the vowels, pronounce easy new words containing those sounds when marked, and mark the known words when presented unmarked. They should know how to spell by letter at least three-fifths of all words taught.

"In numbers they should be perfectly familiar with all the combinations to ten. Teach the number and name of the days of the week and the months of the year. Teach pint, quart, peck, bushel, and inch, foot, and yard. They should form all the letters, writing exclusively on slates, and be able not only to copy work, but write easy sentences from dictation as well as make their own sentences. Teach them the cardinal points of the compass, and the geography of the town. The child on leaving the primary room will read well in any first reader, and it will be a delight to him, for who does not love to do that which he can do well. He will be so familiar with numbers to ten that number work will be a pleasure. Spelling will never seem hard, for he knows how to spell all the words he has occasion to write. Writing has become almost as natural as talking, and so on through all he has been taught. He should know it so well that the knowledge becomes a part of the child."

There is much of a different and excellent spirit in the article, which we cannot quote. For example:

"Above all he will be polite, orderly, obedient, and trustworthy. In this small beginning we lay the corner stone to the foundation of character—the character that is building through time and completed in all its perfect beauty only in eternity."

While definite work must be aimed at, it is wrong to expect just so much text-book knowledge of every primary teacher—and for that matter of any teacher—at the close of a specified time. Some children do not learn to read with any degree of ease until their twelfth year, yet they learn other things, more than enough to make up for this deficiency. We have run to the extreme in making our courses of study definite and fixed. "Just so much anyhow, and as much more as possible," has been the bane of the last decade. But the pendulum is swinging in the other direction, and a golden mean will be reached—a mean of wisdom, dictated by an appreciative knowledge of what education really is. The article to which we refer is a good one of its species, but it is a species that is not of the best of its genus.

THE poor boy must go to the poor college, and the rich boy to the rich college. Modern school life is extravagant. If a boy at Yale expects to be a good fellow he must spend eight hundred; if a real good fellow a thousand; and if a royal, good, jolly fellow, anywhere from twelve hundred to five thousand a year. Money makes the mare go, in more senses than one. Poverty isn't fashionable in our larger colleges, and one might as well be out the world as out of fashion.

THE SUPERINTENDENT.

This officer is now generally recognized as essential to a school system, but the way to get him is by no means settled, nor are his qualifications at all determined. When we get our ideal public school system, all of our supervising officers will be trained and capable men and women, but we are far from an ideal state, and so we must put up with imperfect things. Yet we ought to have no more supervising school officers who do not know what they are called upon to direct. It goes without saying that they ought to know the facts of elementary and high school knowledge at least, and as much more as possible. They should have had successful experience in all the grades of work they are to oversee, for it is impossible for any one to direct others how to do what he cannot himself do. This should be professional success. It is possible to be a skilful driver, but not a teacher at all. The superintendent should be such a teacher, as Socrates, Arnold, and Page were. We refer here rather to the quality of the work than its grade. But above all, the superintendent should have clear and decided ideas as to the real nature of education. If he considers it a machine run for the purpose of fixing a certain number of facts in the mind, he will direct his efforts one way, but if he looks upon the mind as a bundle of possibilities, capable of being trained into originality and power, having intellect, sensibilities, and a will, he will put forth his energies another way. There are, then, two kinds of superintendents—the fact and text-book grinders, and the character builders. The practical work of these two officers will be totally different. One will ask, How far have you gone this term? What have your pupils learned about China? Who is the president of the French republic? When did Napoleon die? etc., etc. The other will test the powers of reasoning, observation, attention, and note with care the *spirit* of the school. He will determine whether truthfulness, openheartedness, frankness, hopefulness, and trustfulness are developed; in fact, whether the school is a character builder, and not a text-book imitator. There is all the difference in the world between the two kinds of schools we have described, and so between the two kinds of superintendents of these schools.

Supervising officers to a very great degree determine the character of the schools they inspect. The ordinary teacher will try to please her superintendent. If she knows he is a gradgrind, she will become a gradgrind, and teach with special reference to the getting of his approval. When better ways are urged upon her she will answer, "My superintendent will expect me to do this way, and I must meet his wishes." It certainly does require a great deal of courage in an under-teacher to go contrary to the wishes of her superior officer. She needs to be a strong woman who is able to mark out a course for herself and follow it, but this is what many are doing, and they are courageous spirits. If they are right they are heroic, for heroism is the doing of what is right, contrary to public opinion, even in face of temporary defeat.

It is not so much the ability to read as a taste for reading that our best schools are after. It is a fact, both here and abroad, as the *Irish Teachers' Journal* says, that pupils do not in a majority of cases acquire a taste for reading, and, as a matter of fact, they cease reading the moment they leave school. This paper says they could point to numerous instances where the acquisition of this taste would be of direct pecuniary interest to its possessors. The moral advantages are so obvious that any system of education, no matter how successful in other respects, which fails to foster and encourage a taste for reading among the pupils, must be regarded as failing to produce one of the most valuable results for which it was established. The correct pronouncing and spelling of words are incidents and aids to something far better than these accomplishments. Scaffolding must not be mistaken for the house. The art of reading is a scaffolding, not the house. We have made it the house, and have

made a great mistake in so doing. Many teachers are seeing their mistake and rectifying it. The result is, less use is made of school readers, and more of good literature. A taste for the best is cultivated, and a love for good works instilled, so that pupils get some literary ability before they leave school, and know how to express their thoughts with ease to themselves and pleasure to their hearers.

THE teacher of older classes will find a source of immense power in bringing before them the great thoughts of the great minds of the world. Let each have a book in which to copy the great thoughts selected by the teacher. For example, this by Immanuel Kant: "Whoever will suggest to me a good action left undone, him will I thank, though he suggest it even in my last hour."

After one is copied it should be left for consideration; at another time the pupils give their ideas. It is not enough that they say it is "Good." Let them explain it and show its application. The great weakness in all such work when attempted is that the ground is merely "pawed over;" another fault is going too fast. One sentence like the above is enough for a week. And finally, whoever attempts it must do it to form character. Otherwise he will assuredly fail.

THE state of New York has a place in educational history of which she may well be proud. State Supt. Draper, in his address before the State Teachers' Association, presented many of the facts of their history in a very interesting light:

"The first public school in America of which we have any knowledge was upon Manhattan island. The principle that all the property should educate all the children of a people was first enforced there. The oldest school in America is now maintained at No. 248 West Seventy-fourth street, in the city of New York. It was in the colony of New York that teachers were first required to be certified or licensed. New York was the first state in the Union to levy a general tax for the encouragement of elementary schools, as she was also the first to establish a permanent state common-school fund. She was the first to establish state supervision of elementary schools. She was the first to specially provide for the education of teachers, and she is now doing more for the professional training of teachers than any other. The institute system was first established in New York. She was the first to provide school-district libraries. She was the first to publish a journal exclusively devoted to the interests of common schools. The first local association of a permanent character in the country among school teachers was in New York City. The first state teachers' convention in the country was held at Utica, and the oldest permanent state teachers' association in America is the one I now have the honor to address. The first woman's college in America was established at Elmira, and the old Albany female academy is the first higher educational institution for women the world ever knew."

REV. A. R. HORNE, editor of the *National Educator*, thinks that W. T. Harris, our worthy commissioner of education, was wrong when he said at the National Association:

"Virtue and intelligence are not a product of nature, but of education, moral and intellectual. Education of all citizens in schools is therefore a supreme concern in this nation."

We deny most emphatically that *virtue* is a product of education. It is a product of divine grace, of a heart renewed by the Holy Ghost. It is "God who worketh within us both to will and to do." While it is not expected of the United States commissioner, in his high and responsible position, to teach theology, it is not his sphere, on the other hand, to promulgate doctrines, which are entirely at variance with the teachings of the men of God of all ages.

Dr. Harris by virtue means moral excellence, we suppose. A good many believe that moral excellence comes from our "bringing up." No one so firmly believes in "bringing up" as those who also rely on divine grace. They tell us to "Train up a child in the way he should go" if you want him to be a good man.

ABOUT a year ago Isaac Williamson, of Philadelphia, left quite a large sum of money for the purpose of establishing an industrial school, but during the past few months there has been a heated controversy concerning what kind of a school should be established; but it has been finally determined that it is to give boys thorough instruction in such "basic trades" as will fit them to take up any special work they may choose. It is not clear what is meant by the expression "basic." The school must be either a manual training school, or a trade school. It cannot combine both ideas and succeed. A trade school gives special skill in doing certain things that have a commercial value attached to them. Manual training makes education the end and aim of all work. Commercial colleges, sewing schools, short-hand institutes, and trade schools are all in the same class, because they have, as an end, the giving of skill in doing certain things. All other schools aim at the education of the whole nature for the purpose of complete living. The difference between giving a child the ability of doing a certain thing well—as writing, the running of a sewing machine, or skill in short-hand, etc.—is one thing; but another, and an entirely different thing, is so to train the body, mind, and heart as to render the being able to grapple the problem of successful living, and solve it.

WHEN Dr. Fitch was in this country somebody informed him that "the school system of this city does not properly educate, and is conducted too much on the principle that the teacher's work is to cram the pupil with hard facts." This informant also told Dr. Fitch that "the school system of this city is nothing more nor less than a magnificent piece of machinery, crushing out, whether designedly or not, all individuality. Uniformity is the thing aimed at, and the uniformity achieved is that of mediocrity." Who is this informant? It evidently is some one who does not wish his name to be known. It is always well to be outspoken, but it is never well to throw stones from a concealed enclosure. THE SCHOOL JOURNAL has always been open in what it has said, and always willing to take the results of its expressions with as much equanimity as it could command.

It will interest teachers to learn that the society has decreed that diamonds can be worn at all times of the day and night. Teachers can now be at liberty to put on their necklaces in school, and not keep them hidden away, only to be displayed in evening parties.

THE *Sun* of this city is rather hard on the College of the City of New York, when it says, as it recently did, that those who have graduated from that institution need not thank their alma mater for any intellectual development they happen to possess. Such sweeping assertions sound more like the utterances of Tolstoi than the conservative editor of the paper that professes to give light to all. Cramming is wretched, in fact so wretched that it should be prohibited by law, but no teacher in the most crammed city in this Union is altogether given over to educational stuffing. The *Sun* should give credit for the good it finds, even though it may be found mixed somewhat with bad.

It is slowly coming to be believed that there is as much discipline in the proper study of physics and the natural sciences as in Latin and Greek. For several years after Harvard college gave physics a place in entrance examinations equivalent to Latin and Greek, many principals of classical schools opposed the change. But the late George F. Forbes went at the work of teaching the sciences so earnestly, that many of his pupils passed excellent examinations. The fact has been clearly shown that the mental discipline coming from the right teaching of physics and the sciences is fully equal, if not superior, to that coming from the best classical study.

THE Chicago Presbytery has requested the board of education to require an appropriate selection from the Bible to be read each day at the opening of all the departments of the public schools. They do not think that such a reading would be an infringement of personal liberty, neither do they believe that it would improperly bias the minds and consciences of the pupils.

It is reported that Edison is hard at work upon a machine that will hear recitations. If he succeeds it will be a boon to those schools that still stick to machine methods, since the rent of a machine, for an entire year will not be more than \$400. A machine teacher can be hired for \$700, then there would be a clear gain of \$300 each year. Quite a saving.



PESTALOZZI.

The main features in the life of this eminent reformer are so well known to all intelligent scholars that it is not necessary to repeat them now. A few points, especially useful to the working teachers, will be all that will be given this month. The first is his knowledge of human nature. He saw in the child possibilities for development, and at once set himself to work to promote them. Activity, inquisitiveness, love of play, a keen appreciation of the ludicrous, he thoroughly appreciated, and, contrary to time-honored custom, he did not check native activities, but directed them. The result was, his school-room often appeared noisy and disorderly; but intelligent visitors saw under this the noise of profitable work, and the disorder coming from application to the business of the school. Martinets condemned, but wise men understood and commended.

His unselfish devotion was always apparent. Pay and praise were nothing to him compared with success. He forgot himself, and worked on, accomplishing seeming impossibilities, through the force of his enthusiasm and devotion. Pestalozzi worked for years literally without money. In this particular he cannot be commended, for pay is essential; but it is one thing to insist upon a decent support as a means of usefulness, and quite another to make it the end of life's work.

In some respects Pestalozzi was far from being a great man. In mathematics he was poor; in language not remarkably good; in financial matters a total failure. His greatness consisted in his following up the profound convictions of his soul.

SYSTEM MOST IMPORTANT.

Those teachers who complain about the disorder in the school-rooms, are those who lack system, for one thing. There must be a distinct plan of work—a program. Then there should be a call bell and a clock, and it is a good plan to have a pupil to watch the clock and strike the bell, when the time has expired; the bell can be put on the pupil's desk, or he can sit at the teacher's table.

Now there are many teachers who, if interested in the lesson, will hold on, one, two, three, and even five minutes after the bell is struck. Such teachers are an injury to any school; they teach lessons of disobedience to orders, for their own program commanded them to stop. Some teachers allow a class to rise when the bell strikes; some go further and allow a second stroke to be made for dismissal. These teachers assign a lesson at the beginning of the recitation.

THE PROGRAM.

As soon as the teacher has got his pupils classified he should construct a program; indeed he can construct it beforehand. Let us suppose there are forty or fifty pupils. There will probably be four classes; and he will have twenty recitations to hear.

Program of Summer Hill School, John Smith teacher, September, 1890:

Time.	Class.	Recitations.
9.00 to 9.05	5	Opening exercises.
9.05 " 9.15	10	Reading.
9.15 " 9.30	15	"
9.30 " 9.50	20	"
9.50 " 10.10	20	"
10.10 " 10.25	15	Recess.
10.25 " 10.30	5	Singing.
10.30 " 10.45	15	Drawing, etc.
10.45 " 11.00	15	Arithmetic.
11.00 " 11.20	20	"
11.20 " 11.40	20	"
11.40 " 12.00	20	Physiology.
12.40 " 12.55	15	Intermission.
12.55 " 1.00	5	Singing.
1.00 " 1.15	15	Reading, music, etc.
1.15 " 1.30	15	Geography.
1.30 " 1.50	20	"
1.50 " 2.10	20	"
2.10 " 2.25	15	Recess.
2.25 " 2.40	15	Oral lessons.
2.40 " 3.00	20	Penmanship.
3.00 " 3.15	15	History.
3.15 " 3.35	20	"
3.35 " 3.50	15	"
3.50 " 4.00		Miscellaneous.
4.00 " 4.05		Dismissal.

This program with a few modifications may be made to suit any school with four classes. If there are some pupils who cannot read, they must be helped along by the older pupils, until they can join the fourth class. No teacher unless very experienced can well manage more than four classes; some of the best teaching is done in schools with four classes.

Having planned the program, the next thing is to train the pupils to obey it. The teacher should write the program on the blackboard, and explain it to the pupils. Then touching the call-bell the fourth class should rise; touching it again the class should march out and assemble at the recitation bench. A wave of the hand and they sit; another wave and they rise; a tap of the bell and they go to their seats. Another tap and the third class rise; another tap and they march to the recitation bench, a wave of the hand and they sit. Another wave and they rise; a tap of the bell and they pass to their seats.

In this way all of the classes are brought out and sent back (no recitations being heard) until the plan is clearly fixed in the minds of the pupil. If needful after a short recess resume the drill again; if the whole day is spent in drilling the pupils to rise quietly, pass quietly, sit quietly, rise again quietly, pass to their seats quietly, sit down quietly, it will not be mispent.

The school must be looked on as a sort of army of raw recruits; often the disorder that seems to reign and terrify the teacher is the result of this rawness; as he drills that out of them, good order takes its place. Over and over the teacher has been harrassed to death because of the noise, or irregularity that prevailed; it is his own fault; he must train them to act with regularity and system.

Interruptions.—The teacher must provide for interruptions—one wants to go out, another to get a drink, another to ask for assistance, another has lost a book.

The teacher will say, "There are to be no interruptions while hearing a recitation; when it is finished then ask me." When the class is seated, the teacher looks at the school expectantly, "Well, John?" "Can I go out?" If he thinks best he nods. "Well, Jane?" "May I find where the lesson in arithmetic is?" He nods approval or shakes his head, and so he disposes with judgment of all cases. Then the bell is rung for the next class.

Now if a class comes noiselessly to the recitation bench, one teacher will say, "I never heard such a noisy class; I wish you would come more quietly." Another will say, "Let us try that over; I know we can do it better." If not much better he will say, "That was an improvement, but I think we can do better yet; let us try?"

This shows that there must be daily drill: sometimes teachers forget that. They think because the pupils come out quietly the first week, they will do so the second week. This is a mistake; there must be continual attention paid to the details. The military officer inspects the old soldiers every day, looking at the buttons, the shoe strings, etc. Let the teacher take a lesson and drill his pupils in order, every day.

In a large high school where there were two hundred pupils seated at eight rows of double desks—the boys on the right, and the girls on the left side—dismissal was made of the sixteen rows in two minutes; not a word was spoken. It was done thus: On the blackboard was written, 1-16; 2-15, etc. (these numbers indicated the row of the pupil). The principal touched the bell and

row No. 1 of girls, and row No. 16 of boys rose, a second tap and they marched out; the last tap brought row No. 2 of girls, and row No. 15 of boys to their feet. Now this beautiful order was not reached in a day; that school had been well drilled.

This same school was run with so much system that it did not seem to need a teacher. He spoke but a few words daily to the school about order, reserving his voice for something that would interest. When he spoke the pupils listened intently; they knew something was to be said that would interest them.

Let system be introduced into a really bad school, and it is surprising how its scholarship will grow. Finally, what is called "a good manager," "a good disciplinarian," is one who applies system. Most teachers think he is one that terrifies the children. Almost every one can manage a school well if he is systematic—this is not all, it is true, but it is most all.

HINTS TO STUDENTS OF EDUCATION.

What has made the world what it is? Certainly not school work. Educative forces have not been school forces. Homer never attended school, except to learn his letters. Solon owed nothing to the schoolmasters, and Demosthenes learned only the husk of eloquence and logic from the rhetoricians. Something better than formal school work has made this world of thought and action. The old schoolmasters of the Middle Ages repressed original investigation, and the first of modern educators, Roger Bacon, Galileo, Copernicus, Columbus, made their discoveries and conquests in spite of the schools. The old, formal school was an organization constructed and maintained for the purpose of repressing, not inspiring and stimulating.

The student of education must study the various ages of civilization with these facts distinctly in view. It is not his business to find out how the Greeks taught spelling, or how John Sturm made his pupils learn their lessons. On the other hand he must answer such questions as these:

How did the people in Homer's time get the intelligence that enabled them to appreciate and enjoy his poems?

Why did the citizens of Greece demand the work of Solon?

What was the motive of the Sophists, and why did Socrates and Plato oppose them so determinedly?

Coming down to later times we find a revival of thought. This time is called, usually, a "revival of learning." Was it? What is meant by "learning"? Is it merely a knowledge of text-book facts, or an ability to read the classic languages? By no means. It is said that Leo X. was a "patron of learning." What does this expression mean? John Sturm was a schoolmaster, but Luther was far more than a schoolmaster. Why? The Jesuits founded schools. For what purpose? Did they go before the people and create a demand, or did they follow after, and supply a demand?

What created such an intense desire to know the world before the time of Columbus?

What caused the "age of discovery"?

Coming down to a time about a hundred and fifty years ago, we find the commencement of an industrial revolution. Factories were built. Woollen goods were made in large quantities. Linen goods were in greater demand. Writing paper was manufactured more than ever before in the history of the world. What caused all of this activity? This is an interesting question for the student of education to solve.

These are but a few hints—very few, but they will be suggestive to those who wish to study education. How many of our readers will undertake the work?

THE PROFESSIONAL TEACHER.

Teaching is sure to become scientific—that is, to be recognized as a profession. But not all teachers will be professional—a large number will "try it on," and give it up. Out of 1000 young men who are graduated as physicians fully one third do not practice medicine. Why? They have not the make up of physicians in them. So there are thousands of young men and women who will want to try teaching. They find they are invited to read of Froebel and Pestalozzi, and they are determined not to go to that trouble; they drop out. It is well for the children, and it is well for the profession, that they do so.

How shall a teacher know that he is progressing toward professional teaching?

1. He will have a professional spirit—he will be study-

ing the children and watching the ways they learn and having found out these ways will govern himself accordingly. The unprofessional teacher simply follows the way he was taught—a reading lesson or two, a spelling lesson or two. Then “boys may go out,” and so he goes on—calling it keeping school. Let him call it this—it is not teaching.

2. He will collect a library of books on education and read them; yes, study them. Now this library may be small at some part of the career of the professional teacher, but as the physician has his library and the lawyer his, so the teacher will have his. The real teacher will study the art of teaching; will feel impelled to commune with other minds, and to gain more information.

3. He will find some solid ground for his daily work—that is, he will gain some principles. For example: 1. That an educational principle is in every mind and we can only set it to work. 2. That there should be all-aroundness in the teacher's aim. 3. That the child's horizon must be widened daily. 4. That all teaching must be self-teaching. 5. That primary instruction must be concrete. 6. That the teacher must proceed from the known to the unknown and not be dogmatic. 7. That facts must go before causes—the concrete before the abstract.

This little summary is given simply to show the teacher some of the principles he must apply in every lesson, and every day. Yet there are thousands who do not know of a principle—only of a method. That is, they know that pupils are to learn lessons, and they to hear them. Remember that that plan, if widely followed, is not teaching; it is “hearing lessons.” But the desire to teach scientifically has been wide-spread. It was said at a convention this summer that “it had been the fashion to study education.” The speaker meant to deride the fashion; has opposed it for years—but, it has become more the fashion every year.

The wise teacher will take measures TO-DAY, and every day, to increase his scientific knowledge. A new race of teachers are entering the field; and the old fogies, the dry-as-dust teachers, the reciting poets, will disappear and be heard of no more. The methods these are employing will be the subject of wonderment and laughter in the years to come.

Last September a teacher wrote: “I have returned from my summer school a new being; I shall teach this winter. I shall be ‘a director of child power, child earnestness, child growth,’ as one of my instructors put it, and as I quickly put it down. I have a new spirit in me. Once I thought all this talk was mere talk, but now I have a clearer insight, and see what teaching really is.”

That teacher had got upon the track, you see. Her school-room will be transformed; there will be little whispering done in it, not because she commands it to disappear, but because the children are too much engaged in employing their faculties to want to whisper.

How many who read this will get on this high plane? There will be a large number, we venture to say. There will be twice as many as last year.

Your pupils may be troublesome, noisy, disrespectful. War against discouragement. Fix in your mind what the school-room should be like, and then plan the means to achieve it.

A BOY'S WAY.

There are others besides teachers who study a boy; perhaps the best study of the boy was never made by a teacher; he is apt to look upon him as a being full of desires to trouble him. We quote the following:

“He comes out at the front door, brightfaced and happy. He comes out for no particular reason, save that he wants to be moving about. He is full of physical action and must get some of it out of him before bed-time or he won't be fit to sleep. He doesn't know with his head, but his body knows it; for, after all, the body does a good deal of its own thinking, independently of what we call consciousness. He stands on the step and looks up and down the street. He doesn't know what he is looking for. Indeed he is not looking for anything. He just looks with a sort of undefined hope that he will see something suggestive to him of what to do. He jumps down the steps and goes to the gate, hangs on it a moment, makes a few sounds with his voice such as nobody but a boy can make, and no person else would make if he could. The sounds don't mean anything. He makes them because—well, because he is a boy. As if he had suddenly thought of something to do, he bangs the gate open and rushes down the middle of the street, yelling like a young Indian. But he has not thought of something to do. He has simply done that because he couldn't think of anything to do, and must do something. When he picks up a stone and fires it at a dog, and cringes and feels sorry if it hits the mark, he doesn't want to hurt the dog. He throws the stone because he and the dog and the stone are there, and it is handy to do so. For a few seconds he stands and looks up into a tree at nothing. Then he breaks into a run again, and suddenly sits down on a curbstone as if he had accomplished something and was content.”

—The New York Ledger

THE SCHOOL ROOM.

Oct. 4.—LANGUAGE AND THINGS.
Oct. 11.—EARTH AND NUMBERS.
Oct. 18.—SELF AND PEOPLE.
Oct. 25.—DOING AND ETHICS.

LITERATURE IN GRAMMAR SCHOOL GRADES.

By CLARENCE S. GIFFIN.

“The thing now most to be dreaded in your home is yellow-backed literature.” So says Sam Jones, once president of a university in Salt Lake City. Mr. Jones has a reputation for truthfulness which is very apparent in the above remark; therefore arises the question, what is the remedy for this evil? I answer, give the children a desire for good, wholesome, substantial literature. The question is easy, the answer not difficult. But how accomplish this? There's the rub! On this last point I desire to offer a few suggestions.

The best histories of the present day, and especially Edward Eggleston's “History of the United States and its People,” devote a chapter or more to the literature of our country. The pages so devoted are, I think, worthy of at least four times the amount of study by the pupils, and comment by the teachers, of any other equal number of pages in the entire history.

I have proceeded, with pupils in the last year of the grammar school, in somewhat the following manner, and the results of such a course, to me, speak volumes. By way of illustration, let me take Washington Irving. In the first exercise I should show the pupils a picture of him, that they may become familiar with his appearance. If the history does not contain such a picture it is easy to obtain one. I next give them a sketch of his life, mentioning one or two of his most important works, as establishing different periods in his life. Such a sketch can be readily obtained from an encyclopedia, or book on American literature. I have found Richardson's “Primer of American Literature” very valuable in this respect. The sketch can be made exceedingly interesting by the teacher, especially to pupils living in or near New York City, as that city was once his home. His summer resort on the Passaic river in New Jersey, which is now standing in the outskirts of Newark, may be referred to with interest. Reference may also be made to his final home at “Sunnyside” in Tarrytown, which he mentioned in many of his works. The period of his life may be easily fixed, not by exact dates, but as extending from about the close of the war for independence until nearly the commencement of the late war. His several voyages to Europe, his determination at one time to become a painter, his acquaintance with Sir Walter Scott, leading to an introduction to English publishers, his trip to Spain and business there, leading to his work on Columbus, his western trip in the United States, and many other circumstances of his life are all of surprising interest to grammar school pupils. Two exercises may easily be devoted to such a sketch; two more may be employed in testing and strengthening the pupil's memory concerning these talks. A number of other exercises may be employed in studying his works with more or less detail, according to the time at the teacher's disposal. An interesting chapter from the “Sketch Book,” another from his “History of New York,” a selection from the “Alhambra,” one from “Bracebridge Hall,” a part of his “Tour on the Prairies”—for the boys,—will all excite interest and arouse a desire to read more about them. And finally refer to his last great work “The Life of Washington.” All of these works can be obtained from a public library if the teacher has access to one, and if not, with but little expense, and will be valuable additions to any person's library.

In a similar manner, Bryant, Longfellow, Whittier, Cooper, Hawthorne, and a host of others may be treated.

A METHOD IN READING.

“Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far through the rosy depth, dost thou pursue
Thy solitary way?”

(The teacher directs the pupils to read carefully once and then to close the books. In case that pupils are not trained thoroughly in this work they may be allowed to answer questions with books opened before them.)

1. What is this sentence? An inquiry.
2. Who makes the inquiry? The author.
3. What is he doing? (Inference.) Watching a water-fowl.

4. What time is it? At the close of day.
5. What expressions lead to this opinion? “Midst falling dew”—“Rosy depths”—“Last steps of day.”
6. How far is the water-fowl from the horizon? Not far above the horizon.

7. Make the picture in your minds. Who will describe it? Mary, you may try.

Mary.—I see a man standing on a hill and looking at a small object in the distance, and a little above the horizon. He sees that it is a water-fowl flying all alone through the rosy evening sky.

Teacher.—You may add to Mary's picture, John.

John.—There are clouds just above the horizon that help make the rosy color.

Teacher.—Let us convert this into prose form. Look carefully at the work and construct on papers. Best product of class is preserved.

“Where, O water-fowl as the dew is falling, and while the heavens are glowing with rosy sunset hues, are you taking your solitary flight?”

Teacher.—Let us memorize this first stanza, pupils, and add a portion each day until we can all recite this beautiful poem of Bryant's.

PREPARATORY READING.—B PRIMARY.

By HELEN L. LEWIS.

(This is a report of lessons given by a practice teacher in the Oswego normal school.)

Purpose.—To prepare the pupils for reading from the book a little story about “Joe and Mary” who played store.

Methods.—Suggesting the new words, and reading a story from the blackboard into which the teacher had incorporated the new words. The story on the board was about “Dick and Bess,” and not at all like the story in the book. The new words and the words upon which the teacher wished to give special drill, were *store, candy, apples, sell, board, counter, buy, come, ma'am, fresh, and merchant*, and as the teacher suggested these words, and the children gave them, she wrote them upon the board.

To-day we have a story about Dick and Bess, who played something that you like to play when we use this (pointing to a pretty little cabinet, on the shelves of which are packages labeled, sugar, starch, pepper, ginger, etc. What did they play, Mary? “They played store.” (Writes.) Yes, and their mamma went out and bought them something to put in their store, something sweet.

All are animated; one child is asked and she says candy.

(Writes.) Yes, and she bought some thing else, which I think they could have had without buying if they had lived in the country, something that grows on trees in an orchard.

“Apples,” are named.

(Writes.) What does the store-keeper have things in his store for? “He has things to sell.” (Writes.) What do we generally call the store-keeper? “We call the storekeeper a merchant.”

(Writes.) Yes, and Dick thought because he was the boy he must be the merchant, so he took two chairs and laid a board on them. Why do you think he did that? “I think he put the board on the chairs for a counter.” (Writes.) When his counter was ready what do you think he would want next? “I think he would want some one to ‘come’ and ‘buy’ his things.”

(Writes.) Yes, and he told Bess to come. He was a polite little boy, so what do you think he said when Bess came to the store? “I think he said, ‘good morning,’ Miss Bess.”

T.—He might have said that, but Dick wanted to be very polite, and very dignified, so he said, “good morning, ma'am,” what can I sell you to-day?” (The teacher explains the contraction, writing the word “madam” and erasing the d.)

In a similar manner the other words were given placed upon the board. The teacher then gave a drill on the words; first by suggesting, as,—“What did Bess buy,” calling on some child to find the word; then asking some child to find all the words beginning with C, (and other letters), the child finding and some other child naming; then she gave a rapid review by pointing, calling upon different ones to pronounce; then the words were spelled, and the children required to copy.

The next reading period was occupied in a rapid review of the words already studied, and then the story of “Dick and Bess” was read from the board; first silently, then orally.

After this drill they were ready for the book.

REVIEWS FOR PRIMARY PUPILS.

By KATE L. VIGUS, Portsmouth, Ohio.

Repetition is so necessary in the first year of the child's school life, that it is sometimes very difficult to keep the work from becoming monotonous. This is especially true in teaching reading to very little children. To avoid this and to make the work attractive to the little student I have adopted the following plan:

After the children have learned a number of words, I place all the words on the blackboard, call a little class out and tell them that they must not say anything, but when I point to a word they must find the real thing. For instance, I point to the word "box." Johnny is chosen. He finds the chalk-box and brings it to the class. The pointer rests on "mat." Willie is selected, but after looking around the room, he returns to the class with a puzzled look (no mat in the room), but soon some of the eyes begin to sparkle, and Neddie marches out of the room and proudly brings in the mat from the hall. "Hand" was found by a little boy gently touching his teacher's hand. And so the lesson goes on with no listless or idle pupil in the class. Pen, hat, boy, book, slate, pencil, table, nest (have a bird's nest for an object lesson); cat, dog, rat (have pictures of these), and other objects, can be found in the school-room. I also tell the children that if the word is the name of something they can do, they may do it, (but gently). This provides a plan for testing them on such words as sing, walk, jump, run, write, etc. For the next review I tell the children that they are to be hunters, and the pointer is to be their gun. All the words they have learned are written on the board. I say to the bright-eyed children, who can find something that can bark? Nellie finds dog and says dog. Find what a boy will be when grown-up. Man is found. The pupils can be tested on a great many words in this way. The happy children think it is a game and not a review.

The next time the pupils find a sentence printed on the blackboard. They are told to look at a sentence, and some one is called upon to tell what it is. As soon as the children can read the sentences readily from the board, they are told to bring their books to the class and made to stand in a nice line and hold the book in the left hand. I tell the children there is a nice story in the book. If there is a picture I have the children talk about it. To be sure that the little pupils know the words, I have the first pupil in the class say the last word in the lesson and so on down the class; words that are not readily recognized, I write upon the board, and have the children learn them; then the lesson is read in a natural tone. Short stories should not be read too often as children are apt to commit them to memory. Frequent reading lessons from the blackboard and in supplementary readers will avoid this.

A PRACTICAL LANGUAGE LESSON.

1. Write the correct abbreviation of each of the following words: Arkansas, California, Iowa, Rhode Island, Canada, Australia, Colorado, district, department, pennyweight, executor, handkerchief, honorable, introduction, justice, lieutenant, measure, noon, number, northwest, opposite.

2. Explain the meaning of the following abbreviations: A. D., ad lib., alg., Ala., avoir., bbl., B. C., Benj., Brig-Gen., Chem., C. M., MSS., Mal., N. J., pd., La., Incog., M. C., Myth., C., Deut., Doz., Ky., Jan., R. N., Tu., Va.

3. Write the plural of the following names: tooth, wife, chair, county, family, knife, wolf, tomato, cargo, donkey, woman, child, penny, sheep, goose, chimney, berry, hero, glass, cross, deer, man-of-war, spoonful, axis, focus.

4. Write the feminine forms of the following names: man, king, duke, poet, girl, father, emperor, prince, lion, executor, widower, actor.

5. Write a list of nouns, having the same form for both singular and plural.

6. Write correct abbreviations for the following Christian names: James, John, Charles, George, William, Emma, Thomas, Isaiah, Peter, Frederick, Esther, Julius, Timothy, Benjamin, Christopher.

7. Write the possessive form of each of the following nouns: boy, boys, Charles, country, father, poet, goose, knife, cousin, sisters, woman, wolf, Henry, James.

SPELLING.

A child in orally spelling a word simply describes a form held in memory. A pupil of twelve years of age, whose mind is readily receptive of word-forms, may be able to, either orally or in writing, reproduce correctly

all the word-forms he has studied in an ordinary spelling-book. The ability to do this may or may not be associated with the power to use properly in spoken or written sentences the words thus memorized.

In how many schools would the ability to spell these words independent of the ability to correctly use them in sentences, be considered an attainment on the part of the pupil, and an evidence of good work done by the teacher? In many schools, fellow teachers, we are still pushing children along this road, and forcing them to the gathering of word-forms without discrimination—words, that they store away in the memory for future use.

Now a word outside of its sentence significance, is a sorry thing for a pupil to use as a means of developing a taste for the correct use of language. It needs the presence of other words to bring about that exerted and received influence that represents the life, the sparkle, and the power-producing element of the word.

I do not think it wise ever to arrange words indiscriminately in columns, and to set the pupil to the task of conning them, for the purpose of reproducing them as an arbitrary act of memory at some future time. A better way most certainly is to give the pupil the words prescribed for him to learn in sentences, thus giving him the benefit of the study of the word in its living relation with the other words with which it is associated.

HOW I USE THE WORD-METHOD.

By NELLIE C. ALEXANDER, Louisville, Ky.

I take one word, as "day."

(1) I talk about it. "What is day?" "It is when we are awake." "It is when the sun shines." "It is when we can play."

(2) Next I write it on the blackboard, and the pupils look at it. "That is the word 'day.' If I write that on a piece of paper and you take it home and show it to your mother what will she say?" "She will say 'day.'"

(3) "Look in your book and see if you can find the word 'day.' They find it in print, but they will know it.

(4) "You may look at the word 'day' very carefully; now shut your eyes and tell me if you can see it in your minds."

(5) Then they try to write it with pencils.

(6) Then they review other words they have learned. I write them on the blackboard, and they repeat them.

(7) Then I write the sentence on the blackboard, "One day a boy saw a little dog." I read it. I ask them to read it. I say, what is the first word? the second? and so on.

(8) I ask them for sentences—"One day I went on a picnic," etc.

THINGS VS. WORDS.

By WM. M. GIFFIN, Cook County Normal School.

A TRUE STORY FROM REAL LIFE.

The other day, I heard two children talking about their schools something as follows. Said one, a little girl of twelve or thirteen years, "Frank, what is a noun?" Frank hung his head (he is ten years old) and said nothing. "Why," asked the little girl's mother of the writer, "does not Frank study grammar?" "No," I answered, "not yet." Then turning to Frank I said, "Frank, a noun is the name of anything that can be known or mentioned; as dog, cat, knife, and hen. It will not bite and is not alive." This caused a laugh and woke up Frank's ideas, when, turning to the little girl he said, "Let me ask you something. What is a climbing bird?" "I don't know," was the short answer. "What's a perching bird?" asked Frank. "I don't know, Frank, and you need not ask me anything about birds for I don't know anything about them now and I never did." This was said in a petulant tone. Still Frank put his questions. "Do you know this. Does a cat ever run down a tree head first?" "I do not know," said the little girl, and her mother broke in with, "And I never thought of it before myself." "I know," said Frank with emphasis, "for I have watched. Our teacher told us to find out lots of things and that was one of them. If you want to find out just try it, and then you will know, and you will always remember." "Ah," I thought, "here is what we might call a contest between words and things. The question is, which of these children is being educated?—the one so full of the definitions from a text-book or the one who is being taught to find out things for himself, who is asked a question

and is not asked to answer it till he has been given the time to find out for himself the truth of the matter? I found that the little girl not only knew a noun, but was well up in the definitions of geography. So, too, she could tell how many bones there are in the human body, though she had never seen them. The little boy could not define the bones, but could tell their names; had seen them, and knew their uses. By a few more questions we learned that the little girl was anxious for school to begin so that she could find out what new textbooks she was to have during the coming year. The little boy was not so anxious for school to open, as he said he had not yet found any good specimens for the school.

I looked at the two children and came to the conclusion that the girl was being taught many facts. The boy was also gaining facts, but was being taught in such a way that the getting of the facts was of more use to him than the facts themselves. I thought over our well known principles in teaching and concluded I would risk the boy, though he could not yet define a noun or give the imperfect tense of the verb to be, third person, singular number!

ELEMENTARY SCIENCE.

By SUPT. WILL S. MONROE, Pasadena, Cal.

The elements of all the natural sciences are comparatively simple and may be taught in the lowest grades of our primary schools; for example, simple lessons may be given on the plants that grow abundantly about the school grounds, one plant furnishing enough material for a week's work. The children should all be supplied with specimens. Let the first step be a simple development lesson—an oral language lesson. The aim should be not merely to get the children to see something and tell about it, but to lead them to see important features of the plant, and to express their observations in good language. The teacher must settle definitely, before conducting such a lesson, what points she wishes brought out.

The children should express in writing the thoughts given orally in the development lesson. This is an admirable means of teaching language—perhaps the very best means. Teachers should train pupils to write systematically by furnishing an outline for this written work. Continuity of thought and excellence of paragraphing can only come from much systematic thinking and oral and written language.

After the lesson is reproduced, read, criticized, and corrected, it may form the basis of a copying lesson—an exercise in penmanship. As the mechanics of language is made important in the reproduction work, so the mechanics of penmanship—form of letters, slant, etc.—must be made important in the copying work.

Drawing and modeling should accompany this work in elementary science. The plant that is studied should be drawn on the board and paper, and modeled in clay. It may also be drawn on bristol board, perforated with pins, and sewed with appropriately colored zephyrs, thus continuing the line of relation to industrial work and color. Every plant studied should be pressed and mounted, thus making the relation of the work the more complete. In this way science, language, spelling, penmanship, drawing, modeling, color, and industrial work will all be related, and one will aid the other. At the same time the true foundation for the more formal study of the sciences will be laid, and when the pupils reach the grades where these subjects are formally taught they will not be thrust into entirely new fields of thought.

ACIDS AND ALKALIES.

The difference between the nature of acids and alkalies can be clearly shown in many ways. By requiring the pupils to do the work outlined in the following experiments, a great amount of interest and profit can be secured.

Cut three leaves of purple cabbage into small pieces, and, after placing them in a basin, pour a pint of boiling water over them, letting them stand an hour; then pour off the liquid into a pitcher. It will be a fine blue color. Then take three glasses, into one pour six drops of strong vinegar; into another six drops of solution of soda; and let the third glass remain empty. Fill up the glasses from the pitcher, and the liquid poured into the glass containing the acid will quickly change to a beautiful red; that poured into the soda will be a fine green, and that poured into the empty glass will remain unchanged.

The following conclusions, drawn from the pupils, should be written on the board by the teacher.

Vinegar changes a blue solution of purple cabbage to red.

Soda changes this solution to green.

These experiments should be continued for the purpose of leading the pupils to know the qualities of substances like vinegar and soda, and give them the generic names—acids and alkalies. The following experiments will assist in making these points clear:

Make a strong solution of soda in water. Drop into it a little strong vinegar, or dilute sulphuric acid. Notice the bubbles and effervescence. (This may be a new word; if so, now will be a good time to make its meaning plain.)

Try the same experiment as above with a solution of potash.

Repeat the experiment with strong ammonia water.

Taste a little dilute soda—dilute potash—and dilute ammonia. Notice the similar character of each.

CONCLUSION.—A substance that will effervesce on the addition of an acid is an alkali.

Get from any druggist a little blue litmus paper. Cut it in strips, and dip one piece into some dilute acid. Notice that it turns the blue to red. Dry the paper and dip it into an alkali solution. Notice that the red color is changed to blue.

Now take a weak alkali solution (soda or potash) and carefully add, drop by drop, some dilute sulphuric acid, until the mixture will not affect the color of either blue or red litmus paper. Evaporate this liquid, in a saucer, over a slow heat, as in a warming oven. A white substance will remain. *It is a salt.* A salt is a substance formed by the union of alkali or acid liquids in such proportions as to make a solution not affecting the color of either blue or red litmus paper.

In these ways the properties of salts, alkalies, and acids can be made clear to even elementary pupils.

SUGGESTIONS FOR SCHOOL-ROOM WORK.

FERMENTATION.

(Mix some flour and water paste, and put into a wide-mouthed bottle and cover; or press out juice from some grapes. Let it be where it can be seen readily—on the teacher's table.)

Why do bubbles form?

Does it smell differently?

What is in the bubbles?

(By means of a bent tube the gas can be conveyed into another bottle.)

TEMPERATURE.

(There should be several thermometers if possible. A pupil should be appointed weekly as "officer of the day" to enter the temperature into the "Daily Journal," etc. But every pupil should take the temperature. Just before school closes, the "officer of the day" reads the transactions of the day, and in it gives the temperature, direction of the wind, whether rain, cloudy, snow, frost, etc. A sample is given:

All present except —, —, —. J—, —, —, were tardy. The temperature was 75° at 9 o'clock, and the wind was from the south. There had been a slight rain during the night. It rained at 11 o'clock. After the rain the mercury fell two degrees.

Rev. C. W. M. visited the school and told us about his going to school in a log school-house.

QUESTIONS ABOUT THINGS.

1. What is cork, and where obtained?
2. What is the use of a barometer?
3. Why is glass used to fasten telegraph wires to poles?
4. What is cocoa, and where does it come from?
5. What is a cameo?
6. What is meant by petroleum?
7. How do peanuts grow? Where?
8. What is an eclipse?
9. What is the cotton-gin? Who invented it?
10. Why is the alphabet so called?
11. How can you tell the age of a tree?
12. Where do cloves come from?
13. What instrument measures the temperature?
14. Of what are clouds formed?
15. What are winds?
16. Which is the heaviest metal?
17. What is an alloy?
18. What is coke? How formed?
19. Why does an empty cask float on the water?
20. Why does a balloon rise?
21. Of what three substances is a match composed?
22. What is a magnet?

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

TAKING THE CENSUS.

CHARACTERS.

Mr. Jones, the enumerator. He has a portfolio under his arm, and a black stove-pipe hat on, and looks very important. Mrs. Finn has a cap on and a white apron.

(Mrs. Finn is paring potatoes. A knock is heard at the door.)

Mrs. Finn.—I wonder who that can be. It may be the big German that came to bring back the tin pan he borrowed yesterday. (Aloud.) Put it down on the step and be after laving.

(Another knock is heard.) Ye needn't knock any more at the dure. Put the pan down, can't ye? (To herself.) It may be now that it's the grocery man wid the pint of molasses that I forgot, and that I'm to make a puddin' with. (Aloud.) Hold the cup and don't ye spill a drop and I'll come and take it from ye; many thanks for your obligin' disposition. (Rises and opens the door.)

Mr. Jones.—I have come to take the census of this family.

Mrs. F.—The cinsus, is it. (In a puzzled tone.) Faix, there's ne'er a wan in this house. I'm after lindin' it to Mrs. McCarthy beyant. But if I had it here ye wouldn't get it. Who sint ye after it, annyhow, wid yer stovepipe hat and yer airs?

Mr. J.—Excuse me, madam. You evidently do not understand. I am an agent of the United States government come to—

Mrs. F.—An agint, is it, peddlin' bukes? Faith, man dear, I have no time for the larnin'. Wid washin' and mendin' and milkin' me time is gone intirely. I know ye poor devils has to live along wid the rist of us, but if ye weré to give me the buke free fur nothin' I couldn't rade it, I'm that ignorant o' 'nolledge.

Mr. J.—I simply want to know your Christian name, your name in full, and whether you have an initial or middle name?

Mrs. F.—Fwhat's that! Ye want to know me Christian name! Do ye take me fur a haythin! D'ye think w'ud I have any other nor a Christian name in this blessed country!

Mr. J.—Excuse me, but is your name Murphy, or McGinness, or McFadden—

Mrs. F.—Faith it is not (with a scornful toss of the head); it's jest Finn. As dacint a name as iver a woman had, wid no Mac's or O's to it, like two tails to a goat. Biddy Finn, no more, no less; you'd better sit down and write it. (Enters and sits down.)

Mr. J.—Are you a widow, Mrs. Finn?

Mrs. F.—A widdy, is it! Begorra, I hav' a man as 'ud make two like you. Ye may have the larnin', but he has the legs and arrums, and a chist on him like the round side of a barrel o' flour.

Mr. J.—Of what color is your husband?

Mrs. F.—Shure I forget. Troth, I think he's the color o' anny other Irishman. Sometimes when he does be comin' home tired from the quarry he does be white as the wall wid the wakeness on him from the hard work, poor man. But whin he has a dhop in him it rises the blush in his chake like a red rose. I seen him turnin' all colors wid rage whin the goat 'ud be 'atin' the cabbage. Ye'd think he'd be a Chinese or a nagur he'd be that black in the face, and small blame to him, fur thim goats is devils where there's cabbage intirely, so they are, and not contint wid grass, which the same is tinder and juicy and makes the nanny give plinty o' milk.

Mr. J.—You are the mother of how many children?

Mrs. F.—Well, there's Mickey, and not a finer lad ye'll mate nor him, sir. It's handy he is at leamin', too. Shure lasht night I cotch him smokin' his father's pipe, he's that handy, and he so young.

Mr. J.—Is Mickey the only child you have?

Mrs. F.—He is, God bless him! (Enter Mrs. O'Brien.) Arrah, good day to ye, Mrs. O'Brien. Here's a gintlemin as is takin' me pedigree and be puttin' it in a little buke fur t'be showin' the president of Ameriky, while he'll be sittin' in his goold chair wid a nagur to be kapin' the flies off him. And d'ye mind the quare pin he has wid the ink in the handle. W'ud ye mind showin' Mrs. O'Brien the Yankee invintion, sir? Oh dear, oh dear, did I iver see the likes o' that! And sit ye down on the box there and hear his questions.

Mr. J.—Where were you born, Mrs. Finn?

Mrs. F.—Many t'ousands o' miles from this spot; many t'ousands o' miles. I wisht I was thare now, so I do. Did ye iver hear o' Clahane in Ballyduff, me lad?

Mr. J.—Please be kind enough to tell me if you were born in Ballyduff?

Mrs. F.—Faith, I was not. Shure I drew me first breath in Kilkerren, about six Irish miles from Carnah, and the same number of miles from Currawe, in the county o' Galway, though manny people thinks Kilkerren is in Connemara. And by the same token, there was a brave docther in Carnah, which the same was an illegant har. He'd be tellin' ye lies 'till ye'd split yer sides wid laughin'. He was always as hungry as Maloney's calf and as thirsty as dhry turf. I remember well the sthory he'd be tellin' about the wan-legged duck—

Mr. J.—But Mrs. Finn—

Mrs. F.—And his wan leg was in the middle of his body all the same as it might be he was walkin' on one sthilt, and whin he'd dip his head fur a morsel o' corn he was that high—

Mr. J.—How long have you been in this country?

Mrs. F.—Fur manny years, sir. More nor ye'd count on yer fingers and toes and more besides. Mike—that's me husband, sir—kem out afore me, sir, and sint me the money to come after. If ye'd see him and he meetin' me at Castle Garden and grabbin' me in his arrums, like the grizzly bear I seen in the show, and him cryin', oh, dear, oh, dear!

Mr. J.—You say you have been here more than twenty years, Mrs. Finn. May I ask how much more?

Mrs. F.—Shure ye may. Ask away.

Mr. J.—Well.

Mrs. F.—It's a dacint chap ye seem to be, and it's meself 'ud tell ye; but it's so long ago that I forget it intirely. If ye'll come around in about three wakes I might be able to find out. Ye see, I'll get me little son to write a lether to me sister in Kilkerren, and find out fur ye, if that'll do ye.

Mr. J.—Well, Mrs. Finn, you probably think me very inquisitive. But this isn't a personal matter with me. I am hired to get certain facts, and if you will simply answer the questions briefly it will greatly oblige me.

Mrs. F.—Faith I will, me lad. You're ped for doing it, and why wouldn't I put an odd dollar in yer pocket? Of course it's aisier to be carryin' a little buke under yer arrum and askin' impident questions nor it is to be workin' in the quarries or peddlin' fish. But the saints presarve me from harrum if I'll be puttin' a sthraw in yer way, me lad—

Mrs. O'Brien.—Arrah, sthoph yer talkin' now, and give the man the 'nolledge he's wantin'. Troth, ye're as windy as a Galway fishwoman. Go on, sir, and I'll answer the questions meself and save time for ye.

Mrs. F.—Dade ye will not, thin. Don't be comin' in me own house to ballyrag me, Mrs. O'Brien. I know me own business, and it's well fer ye I'm kapin me timper.

Mr. J.—Do you suffer from any acute or chronic disease?

Mrs. F.—Dis'ase, is it? I'm afeard there's something the matter wid me heart. When Mickey fell down the cistern the other day, and I fishin' him out wid a clothes pole, I was that frekened me heart jumped up like as if 'twas playin' lap frog in me t'roat. It went t'ump, t'ump, agin me ribs, till I t'ought 'twas comin' out o' me body. Thin, whin the weather is wet I have the rheumatiz in me two knase. Shure, I tried iverything, mustard wather and vinegar and Dr. Borkin's oil o' gladness, but thare the pain was, like an ackin' tooth.

Mr. J.—(Starting for the door.)

Mrs. F.—Come back, sir. There's wan o' the family ye didn't get.

Mr. J.—Indeed! What is the name?

Mrs. F.—The billy goat. (Exit Mr. Jones.)

Mrs. F.—Isn't it quare things they do have in this country?

Mrs. O'Brien.—Quare enough! (Exit.)

A TALK WITH PUPILS.

When a young man engages in a course of dissipation, it is not uncommon to hear the remark, "Oh, never mind! he is only sowing his wild oats; he will settle down by-and-by." One of the invariable laws of the moral, as well as of the physical world, is that "whatsoever a man soweth, that shall he also reap." If a man sows wild oats, he will reap wild oats, and the crop will turn out a most expensive one. He will reap his crop in loss of moral purity, loss of self-respect, loss of health, loss of reputation; and at some time in after life, at some critical point of his career, the sins of his youth will rise up and turn the scale against him. Young man, don't sow any wild oats.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

RESUME OF EVENTS, FOR REVIEW.

SEPTEMBER.

* In congress the tariff bill was discussed and then passed. It afterward went to a conference committee for final consideration. In the meanwhile importers are hurrying their goods across the Atlantic in order to avoid paying the extra duties. Brazil declared in favor of reciprocity. The annexation sentiment seems to be growing in Canada. The shooting of Gen. Barrundia on board a U. S. vessel by Guatemalan soldiers caused considerable comment. An earthquake occurred at Columbia, S. C. The tunnel under the St. Clair river was completed. A mastodon's bones were found in Illinois. The anniversary of the admission of California as a state was celebrated. A design for Gen. Grant's tomb was adopted.

A Central African company was formed. The Congo state appropriated a piece of territory to the southward that the European Powers overlooked. The anniversary of the battle of Sedan was celebrated in Germany. London and Paris will be connected by telephone. Great Britain occupied territory claimed by Venezuela at the mouth of the Orinoco river. A social science congress met at Liege. Great fires occurred at Salonica and Colon. The number of cholera cases in Spain increased. The Alhambra was burned. Several Irish leaders were arrested. San Salvador and Guatemala signed a peace treaty. The first election under the republic was held in Brazil. A Turkish man-of-war was sunk with all on board. The alliance between Germany, Austria, and Italy was renewed. Among the deaths were those of Ismail Pasha, Canon Lid. don, Pierre-Alexandre Chatrian, and Gen. Noyes.

QUESTIONS FOR REVIEW.

1. What are the periods of low and high tariff in the United States?
2. What is meant by reciprocity?
3. What difference would it make with the two countries from a business point of view if Canada should be annexed to the United States?
4. What sort of animal was the mastodon?
5. Who founded the Congo State?
6. How did California become a part of the United States?
7. What was the result of the battle of Sedan?
8. Why would the possession of the land at the mouth of the Orinoco be valuable to Great Britain?
9. What is the Alhambra?
10. What did Ismail Pasha have to do with the Suez canal?
11. Tell about Pierre-Alexandre Chatrian's work.
12. Describe a waterspout.
13. Where is the African slave trade carried on?
14. How are dimes made?
15. Describe the manner of mining rock salt.
16. Why are icebergs not often seen south of a certain latitude?

THE NEW TARIFF BILL.

The new tariff bill as reported by the conference committee of congress provides that all goods in bond October 1 may remain in bond till February 1 next, and may be withdrawn at any time on payment of the old duties where there has been an increase of duties. But that cannot be done if the old rate has been reduced. No provision is made for goods on shipboard or in transit. All goods that arrive in port on or after October 6 will pay a new rate of duty. All the restrictions on the sale of tobacco by farmers have been removed, and all taxes on dealers, peddlers, and manufacturers of tobacco are abolished. After January 1, 1891, the tobacco tax will be reduced from 8 to 6 cents a pound. Imported brandies will pay a duty of \$2.50 instead of \$3.00 a gallon; champagne, \$3.00 a dozen instead of \$7.00; and ale, porter, and beer 40 cents a gallon.

Sugar produced in this country from sorghum, beets, cane, or maple is paid a bounty of from 1 3/4 to 2 cents a pound. All sugar, molasses, and syrup up to 16 Dutch standard will come in free; all above that will pay 1-3 a cent a pound. Cement will pay 8 cents a hundred and lime 6 cents. The tax on crockery and glassware remains practically as before. Tin plates will be charged 2 1/3 cents a pound after July 1, 1891. Nickel is made free, copper is reduced to 1-3 cent a pound, and lead is fixed at 1 1/3 cents a pound. Hay will pay \$4.00 a ton, eggs 5 cents a dozen, flaxseed 25 cents a bushel, barley 30 cents. Oranges, lemons, and limes are dutiable as at present. The duty on flax is increased, as is also that on cotton hose and underwear. Clothing wool will pay 11 cents, instead of 10; combing wools 12 cents, instead of 11; carpet wools, valued at 13 cents, 39 per cent.—over that amount 5 per cent. ad valorem; camel's and goat's hair, 12 cents a pound; the tax on tissue paper is increased, and that on silk and lumber remains the same. The duties will be raised above those rates on goods from all countries having a silver standard, varying from time to time, according to the value of silver.

ANTI-LOTTTRY LAW.—The enforcement of the law is now going on in the New Orleans post-office. Papers containing advertisements of lotteries are rejected.

THE JAPANESE COURTS.—At a public meeting at Yokohama Japanese speakers denounced the government for according to foreigners the right of trial by judges other than native judges. Popular excitement ran high. What sort of government has Japan?

SWIFT PUNISHMENT.—The Moorish army defeated the rebels in the district of Ait Shokhman. All the leaders who were captured were beheaded. The victorious troops pursued the insurgents and destroyed several of their villages. Give a short history of the Moors in Spain.

THE PRICE OF ALUMINIUM FALLS.—Five years ago the price was \$30 a pound. Until very recently it was \$3.50 a pound. A Cleveland firm now offers it in any of their alloys for \$1 a pound. At \$1 per pound aluminium will become a serious competitor with both nickel and tin. At 50 cents pure aluminium would become a formidable competitor with copper. Describe the qualities of aluminium.

BRAZIL'S MONEY.—The government authorized an unlimited issue of currency, on a gold basis, by the national banks. What kinds of money do the leading nations of the world now use?

ONE MONTH'S IMMIGRATION.—During August, 1890, 37,387 immigrants came to the United States, against 31,418 in August, 1889. Germany furnished 7,579; England and Wales, 5,338; Russia, 3,899; Ireland, 3,815; Sweden and Norway, 3,048; Italy, 2,897; and Poland, 1,833. What must a foreigner do to become a citizen of the United States?

GEN. BARRUNDIA'S DEATH.—Considerable comment has been caused by the shooting of Gen. Barrundia by Guatemalan soldiers on board of the United States steamship *Acapulco* while the vessel was lying in the harbor of San Jose. Barrundia had been promised protection by the captain who refused his consent for the general's arrest until an order was sent by U. S. Minister Mizner. While resisting arrest Barrundia was shot dead. It now appears that, two days before, an amnesty had been agreed to between Guatemala and Salvador, and the Guatemalans had no right to arrest Barrundia even if he had been on their territory. Minister Mizner's course is sharply criticized. What is an amnesty?

THE ARMENIAN TROUBLES.—The commission recently appointed to inquire into the troubles in Armenia has been dissolved, and a stronger commission appointed. The patriarch threatens to close up all the churches in the empire unless the wrongs of Armenians are redressed. What do you know about Armenia and its people? What are the patriarch's duties?

A PETRIFIED FISH FOUND.—Some boys who were fishing in the Kentucky river at Versailles, Ky., found an interesting object. It is a stone fish about three feet in length, and weighs over forty pounds. It is of a bluish color, almost perfect in form, and looks nearly as natural as life. It could be called the mummy of a catfish, except that it has what seems to be perfectly formed scales all over its body. What is a fossil?

GREELEY'S STATUE.—A statue of Horace Greeley has been placed in the entrance to the New York Tribune building. What were some of Horace Greeley's characteristics?

AN EARTHQUAKE.—Six distinct shocks of earthquake, accompanied by a rumbling sound, occurred at Columbia, S. C., about 3 A. M. September 23. What is the cause of earthquakes?

FLOODS IN FRANCE.—The Ardeste river flooded the country along its banks. The Gondon river also overflowed the country along its course. Along the Rhone the Avignon and Caderoussa districts were submerged, and the workshops and factories closed. Describe a destructive flood that recently occurred in Pennsylvania.

COLON'S FIRE.—The residence portion of the city was destroyed. The post office and steamship agencies were also burned. The loss was about \$1,500,000. Describe the attempt to build a ship canal across the isthmus of Panama.

DANGERS OF WHALE HUNTING.—It is reported from San Francisco that the whaler *Winthrop* recently sighted a large whale, and two boats were sent after it. As soon as the whale was struck by harpoons it wrecked both the boats by striking them with its tail. The men were thrown into the water and two were killed, and another had both legs broken. What valuable substances are obtained from whales?

Scrofulous humors, hives, pimples and boils are cured by Hood's Sarsaparilla. Sold by druggists.

OF SPECIAL INTEREST TO PUPILS.

THE GROUND SINKING.—Near Hinsdale, on the Chicago, Burlington, and Quincy railroad, is a swamp where the ground is said to be sinking. At that point there is a low-lying marsh into which the railroad company has dumped hundreds of car-loads of gravel, but have not yet secured a firm foundation for their tracks. One night the ground sank thirteen feet. Some say the sinking is due to quicksand, and others that it is caused by an underground river.

ICELAND'S PEOPLE LEAVING.—The population of Iceland is steadily decreasing. It is said that this year 30,000, or nearly one-fourth of the whole population of the island will leave. The emigration to America has been growing during the last seven or eight years. The crops have been bad, and the old-fashioned boats of the native seamen could not compete with the foreign steam fishing boats.

THE PIKE'S PEAK RAILROAD.—The great Pike's Peak cogway road will be completed to the summit late this fall. Only the acclimated can exist at an altitude of 14,000 feet and the work of an ordinary grader is impossible until the laborer has spent at least two months expanding his lungs so as to render them accustomed to the rarefied air. Every foot of the roadway had to be graded with the aid of burros, or small donkeys, as horses and carts were unavailable on the rugged and irregular lines of the snow-capped peak. Hundreds of feet above the timber line, immersed in fleecy clouds that enveloped the laborers in rain, snow and sleet, the work was continued during last winter. Cabins were constructed by scooping and blasting out holes in the face of the mountain passes.

SUPERIOR STOKING.—The recent remarkable time of the *City of New York* on her trip to Liverpool, is said to have been due to superior stoking. The stokers, like other portions of the ship's crew, are divided into watches. One watch of the *Teutonic's* stokers, on her recent run to New York, was able to get a greater amount of work out of the boilers and engines than any of the other watches. It was enabled to keep the number of revolutions up to 84 and sometimes to 86, while the other watches could not get above 82 or 83. A difference of one revolution per minute in a six days' passage, is obviously of considerable importance. The stokers of the mid-watch on the *City of Paris*, when she made her wonderful run in five days twenty-one hours and sixteen minutes, were sufficiently skilful to run the revolutions up to 87, and at intervals to 90.

COCA IN BOLIVIA.—The cultivation of *Erythroxylon Coca* is carried on extensively in Bolivia. All the slopes of the mountains, below an elevation of 7,000 feet, are covered with them, and the traveler has continually in view the factories, where the leaf is prepared. The first gathering is at the expense of only the lower leaves of the shrubs. They are mostly consumed on the spot. The other gatherings take place three or four times per annum. The most abundant harvest is that occurring in March.

LARGEST TRAVELING CRANE.—The largest traveling crane in the world is in the gun-shop of the navy yard in Washington. It is intended to carry the 110-ton steel guns now building. The girders which span the shop are sixty-two feet in length, and high enough from the floor to give a forty-foot hoist. It will lift its greatest weight, 110 tons, gross, one foot per minute. The whole machine rolls along from one end of the building to the other, its enormous size, easy action and strength dwarfing all other machines about it.

A WONDERFUL CLOCK.—The tower of the public buildings now in course of erection in Philadelphia will have a clock which for size will be one of the wonders of the world. The dial, which will be 25 feet in diameter, will be 351 feet above the street. The minute hand will be 13 feet long and the hour hand 9, while the Roman figures on the dial will measure 2 feet 8 inches in length. The bell will weigh between 20,000 and 25,000 pounds. A steam engine will be used to wind the clock.

A PECAN ORCHARD.—A gentleman has a pecan orchard of 11,000 trees, covering 400 acres, about two miles from Brownwood, Tex. The pecan is a species of hickory, and bears fine, delicious nuts. They sell from two to four dollars a bushel, and each tree when fully grown bears about fourteen bushels. This is about the first experiment in this kind of farming.

TRAVELING IN JAMAICA.—The first-class coaches are divided up into little compartments. A forty-mile ride in one of these small rooms is equal to two hours in a Turkish bath. There are others that are like an ordinary box-car, with seats around the sides and down the middle. They are open all around from the height of a man's shoulder to the roof. The road twists and turns about up the hill-sides, crossing frequently from one to another, and running by narrow canons filled with a rich beauty of trees, palms of every variety, bamboos, banana trees, cotton, cedar, and mahogany, all laced together with creepers of every shade of color, and with long, rope-like withes.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

UNIVERSITY EXTENSION.

There has been, of recent years, a movement in England, and more lately in America, known as University Extension. By this plan people of limited means living in places distant from universities, are induced to do a certain amount of selected reading or study. The Chautauqua University Extension represents this movement in our own land. This plan takes the place of a teacher or guide. In addition testimonials or diplomas are given such persons as successfully accomplish the course of reading, and in some cases pass certain examinations.

I would suggest that there be established a system which might be known as Normal Extension. A great majority of teachers are not able, because of small salaries, or through the weight of the support of others, to leave home and study during the summer at the various normal schools or colleges; now many of these and other teachers are not only willing but desirous of improving themselves educationally, but hardly know how to go about the matter.

If a systematic course of educational reading could be laid out, and diplomas or testimonials be awarded—if this course be pursued, would not the cause of education be greatly benefited? If the great principles of education be grasped, methods suggest themselves, and mechanical modes of instruction must perish. This can only be accomplished by the broadening and strengthening of the teachers' minds.

If some competent normal teacher could take charge of a department relating directly to the methods of teaching, good might be accomplished in that line. Lectures also might be supplied on the Chautauqua plan, arousing by their words enthusiasm and interest in many a teacher who failing to grasp the great principle of education, and the nobility of his or her profession, drags wearily through each day dreading the morrow. I offer my suggestion for what it is worth, knowing myself what help I have derived from a slight course of educational reading.

Louisville, Ky.

EVA A. MADDEN.

TEACHING RULES IN ARITHMETIC.

I was surprised that THE SCHOOL JOURNAL, a watchman on the walls of our educational Zion, should give forth such an uncertain sound, as when it answered the question, "Should I teach rules in Arithmetic?" thus: "No. A rule is nothing but a convenient way of stating a method. If the pupils know the principles involved in the question, they will form a rule for its solution."

If the child has principles of goodness in its mind, it will form rules of goodness in its actions. What then is the use of the Golden Rule? May it not be that the rule is a determinate method of performing an operation, and producing certain results? If so, it should be stated clearly, thus: "No. A rule is nothing but a convenient way of stating a method. If the pupils know the principles involved in the question, they will form a rule for its solution."

Rule making requires a careful and choice use of language. I would say to a teacher to encourage his pupils to criticize the language used in the rules, in his arithmetic, but it is not well for him to consider that "a rule is nothing but a convenient way of stating a method." He should keep in his mind the best way of expressing a method. In nine cases out of ten, where the rule is given by the pupil, the instruction and principles are loose and inaccurately expressed, and soon forgotten.

We know that best, which we can best express. The rule, upon which the author has given much thought, should make a good standard for the criticism of the pupil.

I should say the teacher should teach rules as correct expressions of processes.

WILLARD WOODARD.

Chicago.

This involves a principle concerning which there has been a great deal of discussion; there are two sides to the case. Mr. Woodard takes one and states his point well and briefly, but the best teachers do not follow his plan. It was the practice a good many years ago to set a pupil at once to learn the rules in arithmetic. Mr. Page well describes the plan in his "Theory and Practice of Teaching"; when a pupil asked assistance in performing an example, "The rule; what is the rule, sir?" was the direction of the master. Thus the pupil in endeavoring to perform an example would follow a rule, step by step, instead of his reasoning powers. This plan enables a pupil to perform examples in arithmetic, it is true; but that is a subsidiary object. Pupils go to school to be educated. The question then is, whether pupils are best educated by learning rules and performing examples by them, or by understanding the points at issue, bringing the reason to bear and proceeding in accordance with the logical steps which the intellect proposes. A little book written by Warrar, Colburn way back in 1821 upon arithmetic was the first to discard rules. Of this Henry Barnard says: "It enjoyed a more enviable success than any other school book ever published in this country and its merits are universally acknowledged to be equal to its success." It wrought a great change not only in the manner of teaching arithmetic but all other subjects. George B. Emerson pronounced it the most valuable school-book that had made its appearance, and so have thousands of others. The reason of the favor with which it was received was founded upon the fact that it discarded the learning of rules.

Mr. Colburn says: "The pupil learns a rule which to the man that made it was a general principle, but with respect to the pupil is nothing more than a mechanical principle. . . . No man ever actually learned mathematics by any other method than by Analytic Induction;

i.e., by learning the principles by the examples he performs, and not by learning the principles first and then discovering by them how examples are to be performed."

Rules have a use in arithmetic, but they are not for the pupils to memorize.

Will you explain the new methods of marking recently introduced in the Brooklyn schools, and oblige,

NEWARK.

Brooklyn teachers have been accustomed to send their estimates once a week, but hereafter they must record their estimates but once a month. By the new rules the amount of stated examination for pupils is more strictly limited. Each principal is required to recognize the recorded standing of a pupil coming to his school from another, and in case there is not room to promote a child entitled to promotion, the superintendent can transfer it to a school in which there is room. The standing of a pupil will not in the future be based upon the daily marking of recitations, or deportment, or upon stated examinations, but upon the fidelity and success with which the pupils have alone assigned work, and also upon their success in oral and unwritten tests which have been employed as an element of teaching. The principal will from time to time correct or verify the teachers' estimates. Promotions in primary grades will be determined by the teachers' estimates, and not by an examination for promotion. The record shall be made upon a scale of 10, perfect being indicated by 10, excellent by 9, very good by 8, good by 7, fair by 6, poor by 5, and very poor by 4. All grammar scholars whose monthly markings average above 7 shall be promoted without an examination, but all whose markings range lower will be obliged to take a written examination. Promotions within the same school organization will be directed by the principal, but from one school organization to another, promotions will be made by the superintendent.

What ground, if any, has the United States for preventing foreigners from taking seals in Behring sea?

The question is rather a complicated one, which President Angell discusses in a recent *Forum*. As is well known American vessels have been capturing British vessels that were taking seals in that sea, even though they were forty, fifty, ninety miles, or even farther from shore. All the waters within the boundary fixed by the treaty with Russia to the western end of the Aleutian archipelago are considered as comprised within the waters of Alaska territory. The position taken by our secretaries of the treasury has been that the principal object in seizing vessels was to prevent the indiscriminate slaughter and early extinction of the fur seals. But we have been claiming the right of fishing in Canadian waters up to the three mile line from shore. Our newspapers have asserted that as Russia exercised exclusive jurisdiction in Behring sea she transferred the same right to the United States. John Quincy Adams questioned Russia's claim, and for fifty years American vessels have been taking whales in Behring sea without being disturbed by the Russian government. The sea is not wholly enclosed by our territory, so it cannot be regarded as a closed sea. On the whole he concludes that we have no good grounds for excluding foreigners from the open waters of Behring sea for the purpose of protecting the seals.

What are the nicknames of the states?

S. A. Y.

Maine, Pine Tree state; New Hampshire, Granite state; Vermont, Green Mountain state; Massachusetts, Old Bay state; Rhode Island, Little Rhody; Connecticut, Nutmeg state; New York, Empire or Excelsior state; New Jersey, Jersey Blue; Pennsylvania, Keystone state; Delaware, Diamond state; Virginia, Old Dominion; West Virginia, Pan Handle state; North Carolina, Old North and Tar state; South Carolina, Palmetto state; Georgia, Empire state of the South; Florida, Peninsula state; Mississippi, Bayou state; Louisiana, Creole state; Texas, Lone Star state; Arkansas, Bear state; Missouri, The Pennysylvania of the West; Tennessee, Big Bend state; Kentucky, Corn Cracker state; Ohio, Buckeye state; Indiana, Hoosier state; Illinois, Prairie or Sucker state; Michigan, Wolverine or Lake state; Wisconsin, Badger state; Iowa, Hawkeye state; Minnesota, Gopher state; Kansas, Garden of the West; Colorado, Centennial state; Nevada, Sage Hen state; California, Golden state.

I am a teacher, and feel that I must advance in my profession. Kindly advise me what books to read.

E. J.

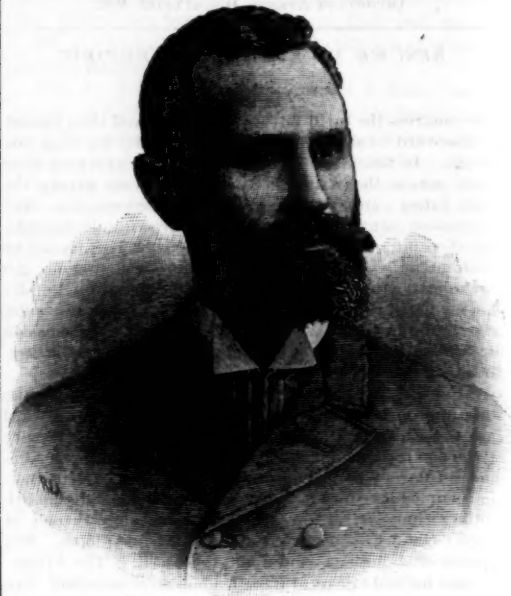
Philadelphia, Pa.

The first thing is to settle in your mind where you rank as a teacher; whether Third, Second, or First grade. Then you must lay out a course of study (1) for advancement in knowledge, and (2) for advancement in your profession.

To advance in the first you take up one subject, say literature, and select studies and pursue it with earnestness, and get some one to question you; you also write out your views. And so of other studies until the whole field is covered.

To advance in the second you select a work on the history of education, say Brownling's, and read and study it as above suggested. Then take up one on Principles and follow the same course. After that take up one on Methods. Then take up one on Systems of Education and follow the same plan. You will do well to join some association where you can hear lectures. Send for a copy of THE TEACHERS' PROFESSION to E. L. Kellogg & Co.; it will aid you; it is probably just what you want.

EDUCATIONAL NOTES.



DR. JACQUES WARDLAW REDWAY, whose intelligent replies to geographical queries often appear in THE JOURNAL, has become prominently identified with geographical science, not only as a traveler, but as a writer and lecturer as well. He was born in 1849, near Nashville, Tenn. His father was a wealthy planter, but the civil war brought death to the father and financial ruin to the family, and young Redway resolved to seek his fortunes in the West. So in 1866, in company with a party of emigrants, he started on horseback across the plains for the Pacific coast. He began his career here as an Indian scout in Eastern Oregon, at the time of the troubles with the Snake and Pahutah Indians, but shortly afterwards, turned his attention to mining engineering, which profession he followed for eleven years. During that period he lived in Oregon, California, Nevada, and Arizona, and it was in the fastnesses of this region that he laid the foundation of his knowledge of physical geography. A story entitled the "Hekla Mine," recently published in *The Youth's Companion*, is a true account of one year's experience.

Dr. Redway studied at the University of California, where he was for a short time an instructor, and afterwards in Germany. He was also professor of physical geography and chemistry in the California state normal school. Since 1883 he has given his attention wholly to literature and travel, visiting Europe, Asia, and South America, in quest of information. Among his published works are: a series of school geographies, The Teachers' Manual of Geography, The Reproduction of Geographical Forms, A Geography of New York (in press), Studies in Physical Geography (in press), A Geography of the New England States, and the Physical Geography of the Mississippi River, by especial request of the Engineers' Club, of Philadelphia. Dr. Redway is also a contributor of geographical articles to Chambers' Cyclopedia, and the Encyclopedia Britannica, the article on the Physical Geography and Geology of the United States, in the Allen Edition of this work, being from his pen. Dr. Redway is spending this winter in New York, engaged upon geographical work about to be published.

ALMA college, Michigan, has just closed its third year, which has been one of signal success. The teachers' training department was organized in September 1888 by Miss Matilda H. Ross, thus recognizing the necessity of teachers having a thorough knowledge—"first, of the law governing mental activity or mind development; second, of the branches of learning required to be taught; and, third, of the best methods of teaching. It also recognizes that the teacher's power to govern and instruct comes from a comprehensive knowledge of that with which and that upon which she operates as certainly as the possession of ideas must precede their expression; that all successful teaching requires the right thing to be taught at the right time and in the right way. A teacher's knowledge of the laws of mind—her clear understanding of the order and manner in which the mental faculties unfold and develop—can alone aid her to determine what is the right thing, what is the right time, and which is the right way."

A school conducted on these principles cannot fail.

A TEACHER says that he has become much interested in studying mental facts in his pupils. He proposed this question to them not long since: "How far back in your life can you remember?" One pupil recalled incidents in his life as far back as his fourth year. That seemed about the average age the pupil could go back to with certainty. But one boy said that he remembered sitting on the floor playing with blocks, and his mother came in the room wearing a hat with an ornament of a big bird on it. On making inquiry of his mother it appeared the child was but two years of age when this happened.

THE recent strike at Spokane Falls was a stupendous failure, for the bankers, merchants, and professional men rallied at the building by the score. All day long squads of business men were brought up from private buildings, and during the afternoon 150 citizens were laying shingles and flooring. The Hon. A. M. Cannon, father of Spokane Falls, clad in blue overalls and hammer in hand, was one of the first to arrive at the building. Nearly every banker in town responded to the call, and when night came the superintendent declared that more work and better results had been accomplished than upon any previous day. A large number of strikers gathered upon the grounds early in the morning, but the cheering of the workmen as new recruits kept arriving, had a depressing effect upon them, and they soon faded away, and the strike was at an end. So much for the benefits of a practical education.

It is a noteworthy fact that the common council of Boston has requested their president to appoint the presidents of Harvard and Amherst colleges, of the Institute of Technology, of the board of trustee of the Boston public library, and of Boston university, to act as a committee with authority to examine into the method of instruction in the public schools of Boston, and to recommend such changes as, in their judgment, will tend to improve and benefit them. The report of these gentlemen will make a volume of much interest, but it would have been better to have appointed as members of this committee, those who have had a life-long connection with our public school system. The average college president does not understand the free school problem as well as those men and women in the public school work who have made the problem of common education special study for many years. Let the Boston council recognize these gentlemen, and they will be certain to realize the most valuable results.

WOMEN will vote if they have a chance. At Birmingham, N. Y., one wife last week not only voted, but did some clever electioneering for her husband as member of the board of education, in addition. She drove around in her carriage all day bringing women to the polls; the result of which was "her lord" was elected. Over five hundred women cast their ballots at this election. But if women are to vote, isn't it necessary they should be educated? Yet it is not an accepted principle in this country that a voter should have any education to speak of. Any ignorant fellow, of age, can cast a ballot, even though he hasn't brains enough to enable him to learn how to write his own name. But the most intelligent women cannot vote except at school elections. Would our school system be improved if it were turned over entirely into the hands of women? Not quite yet. Let us wait a few years longer and then some things will be different; in the meanwhile all women should inform themselves as to practical issues of political and business life. Woman is in a process of evolution into a different being, but whether a better being we are not yet prepared to say. It is too soon to make safe predictions. Let us wait a few years longer, and in the meantime watch and regulate her educational work.

THE North Carolina Farmers' Alliance asks for four months' terms for the public schools. The *Southern Educator* says:

"Make it six, gentlemen; for the sake of the little ones, make it six. Governor Jarvis struck the key-note long ago when he said, 'We need a tax of twenty-five cents on every hundred dollars' worth of property for public education.' These are words of gold. Teachers, put this motto in the mouth of every friend of the cause, 'Six months' public schools.' Let it be echoed and re-echoed from one end of the state to the other, and under the blessing of heaven it will be the slogan of victory."

Why not make it ten months? No state can afford to keep bread from the mouths of her children. Certainly intellectual life is more than meat.

THE comparative amount expended for school purposes in the various states and cities in the Union, makes an

interesting item, of some educational value, but not as much as some suppose. For example, Philadelphia expends \$3.40 per capita; Brooklyn, \$2.95; New York, \$3.36; Chicago, \$4.00, and Boston, \$4.55. This is a good showing for Boston, but the fact that she spends a larger gross amount than any other city except New York, Chicago, Philadelphia, and Brooklyn, gives a much better indication of the interest she takes in public education. The grade of Boston schools as compared with New York schools is not by any means indicated by the ratio of 455 and 396.

THE end of school work is to give capacity. The demands of the age are growing more and more imperative, and this is the reason why teachers should turn aside from memory stuffing, to mind and heart enlarging.

M. CHARLES RICHEL says that a well-informed man to-day must know three times as much as he would have had to know two hundred years ago. Be it so, yet this is no reason why our schools should be made cramming mills rather than character building institutions.

ESSEX county, New Jersey, has organized a county normal class, and arranged the following details. The course of study and the corps of instructors for the year will be as follows:

1. Form study and drawing, Hobart B. Jacobs, of New York City.
2. Language work and grammar, Mary F. Hyde, of state normal college, Albany, N. Y.
3. Principles and methods in arithmetic, Vernon L. Davey, superintendent of schools, East Orange, N. J.
4. History and principles of pedagogy, Charles J. Majory, East Orange, N. J.

The classes will meet in Ashland school building, East Orange, on the second Saturday of each month, October to May inclusive. The first meeting will be held October 11. The hours of session will be from 9 A. M. to 1 P. M.

ONE of the saddest commentaries on the honesty of educated men is, that many of them give excellent recommendations to very poor books. One of the most worthless educational books published during the past year was recommended by a teacher in very high standing as "a splendid thing." Let us have honesty, even though the sword cuts two ways, or, at least, if a thing cannot be said in favor of a book, have the courage to say nothing about it.

THE SCHOOL JOURNAL has always advocated the teaching of the science of grammar at the right time and in the right place, but its right place is not in either the intermediate or primary departments of a graded school. The old definition of grammar used to be "The art of speaking and writing the English language correctly." This is right, but neither children nor old people can be made to speak and compose correctly by rule.

AMONG the recent articles on education, the following are the most valuable:

Education, and Degrees for Women,	London Jnl. of Educ.
"Athletic Christ. in Colleges,	Andover Rev.
"Catholicism and Public Schools,	No. Am. Rev.
"Classical in Italy,	(Oct. 1) Nucleus Ant.
"Economy in College Work,	Atlantic Mo.
"Hist. English Public Schools,	Church Work.
"New Principles in C. G. Leland,	New Princ. Rev.
"of the Masses,	New Princeton Review.
"of Woman,	(Oct. 15) Rev. de Esp.
"Philosophy in Colleges,	(Oct.) Education.
"Possibilities of Culture,	Forum.
"Report of Commission,	Contemporary.
"Sacrifice to Examination,	XIX. Cent.
"Technical, and Foreign Competition,	Q'tly Rev.

THE Jordan academy, Pine Bluff, Ark., for thirteen years under the management of Prof. Jordan, is an instance of the result of successful teaching. The citizens of Pine Bluff have recently constructed him an elegant school building, and thoroughly equipped it with libraries and apparatus. Good teaching will be appreciated, always and everywhere.

THE daily press reports that cigarettes killed little James Mathews, of Union Hill, N. J., but how many boys they have not killed outright, but dwarfed for life, the daily press does not tell.

PROFESSOR BOYSEN says that in this country we err by giving too little attention to discipline, but in Germany they go to the other extreme of attaching too much importance to it. He says they force the poor lit-

tle embryo man into the strait-jacket of discipline before he has fairly escaped from the nursery, and over-educate by paying too little attention to the body and too much to the mind.

THE latest edition of Webster's Dictionary, gives only one pronunciation of the word ped-a-gō-gy. The Century Dictionary gives the same, and no other. Will some of our friends who persist in giving a short sound in this word, take notice and govern their speech accordingly.

NEW YORK CITY.

Night schools of this city do a great deal of good. One of the best of these schools is for women living in the district south of Fifth street and east of the Bowery. Over this school is Miss Mary J. Pierson. In her circular she says that women and girls who wish to advance their education and fit themselves for better positions can here find the opportunity. The interest shown by the pupils in Miss Pierson's school last year was intense. She is more than an ordinary teacher, for besides her school work, she is busy with various clubs which she has organized among shop and factory girls. This is the hearty way she calls upon the wage earners to come to school:

We do not stand still in our education! If we do not advance we go back! Some education is now needed by every girl to fill even the lowest position in life. How much more will be required to fill the higher positions that are every day being opened for women. There is but one way for girls and women employed during the day to make themselves qualified to meet the demand constantly increasing, and that is by study. All that remains to be done is for our women and girls to come. A welcome awaits them. Body and mind will be benefited by proper study; therefore:

- Study—If you would give satisfaction in your present position.
- Study—If you intend to seek a better position.
- Study—If you want to make your home and family better and happier.
- Study—If you wish to gain respect among your friends and employers.
- Study—If you have any high, noble, or lofty purpose for yourself or others. "For knowledge is power."

"WHAT Shall our Children Read?" is the title of a paper read before the Saratoga meeting of the New York State Teachers' Association, by George E. Hardy, of this city. The subject discussed is one of great importance. Its central thought is found in the words of Stanley Hall: "The school has no right to teach how to read without doing much more than it now does to direct the taste and confirm the habit of reading." Mr. Hardy is right in saying that "the great masters of thought must be known, not by reading selections from their works and then leaving them, but by a continuous reading of their works in course." He emphasizes the fact that a single first-rate book read till its flavor is caught, raises the level of the whole mental and moral character, and that the ability to read great books is a faculty to be acquired, not a natural gift. The work Mr. Hardy has undertaken is a great one. It is to be hoped that he may impress his thoughts upon the teachers and text-book makers of our country.

NEW YORK CITY is to establish principals' meetings. Lectures are to be given to them by the assistant superintendents, the substance of which is to be repeated to the various teachers of the city.

THE opening lecture of the University School of Pedagogy will be delivered Saturday, Oct. 4, at 11 A. M., by Dr. Thomas Hunter, of the Normal college, this city, in the Asbury church, joining the University of the City of New York on the south. What Dr. Hunter will say is certain to interest all who have any regard for educational affairs in this region.

The Last Personally-Conducted Autumn Tour via Pennsylvania Railroad to Luray and to Points of the near South.

The recreation and delight attending a trip during October's early days, cannot, with justice to the subject, be described. The marvelous growth of improvement, and the luxury enjoyed by the tourist to-day, can be illustrated, however, by the Pennsylvania Railroad personally-conducted tours. The first one left New York and Philadelphia, Thursday, September 25th, for Luray and its caverns, the Grottoes of the Shenandoah, the Natural Bridge, the Battlefield of Gettysburg, and the Cities of Richmond and Washington. And the second and last of the series will leave New York, Thursday, October 9th, at 8.00 A. M., and Philadelphia, Broad Street Station, at 10.30 A. M., in a special train of parlor cars that will convey them around the circuit. Every necessary traveling expense is included in the price of the ticket, which is \$35 from New York, and \$50 from Philadelphia. A Tourist Agent and Chaperon will accompany the party throughout.

For itineraries giving a full description of the points visited and all information, address W. W. Lord, Jr., Tourist Agent, 849 Broadway, New York.

BOOK DEPARTMENT.

NEW BOOKS.

WENDELL PHILLIPS: THE AGITATOR. By Carlos Martyn, editor of "American Reformers," etc. New York and London: Funk & Wagnalls. 12mo. 600 pp. Cloth, \$1.50.

Thousands of those who have heard the burning words of the great orator will read with interest what is said in this book concerning him. It is aptly said of him that he "was a citizen of the Twentieth century sent as a sample to us of the Nineteenth." Now that the passions of those times have subsided we can with calmer minds judge of his character and work. The book traces Phillips' career from his boyhood, one of the nine children of wealthy parents, on through his school and college days, when he was the leader of the aristocracy in Harvard, to the time when he renounced all his flattering prospects and became one of the despised Abolitionists. It tells of the part he had in the great struggle, and of the other leaders connected with him in it, and also of his labors in behalf of negro suffrage. After this he took part in the temperance work and lent his voice to the cause of the laboring man. The man who was such a prominent figure in so many reforms will not be forgotten for many generations. The author has performed what may be termed a labor of love, in describing the work and influence of this fiery orator, and has brought out his strong points with the skill of the true literary artist. Under the general headings of "Morning," "Noon," "Afternoon," and "Evening," he tells about his youth, early manhood, middle age, and old age. The three speeches in the appendix, "The Lost Arts," "Daniel O'Connell," and "The Scholar in a Republic," give an idea of his style. These have never before been published in book form. The story of Wendell Phillips' career cannot but inspire many to higher endeavor.

ANCIENT ROME: FROM THE EARLIEST TIMES DOWN TO 476 A. D. By Robert F. Pennell. Revised Edition with plans and colored map. Boston: Allyn & Bacon. 284 pp. Introductory price, 60 cents.

This book is designed to be a companion to the author's "History of Greece." In it is given a short and clear statement of the rise and fall of Rome, with a biography of her chief men, and an outline of her institutions, manners, and religion. The history of Rome is one of unending interest; for many centuries her history was that of the world. A thorough study of the narrative of her wonderful rise and slow decay furnishes an excellent foundation for the study of modern history. In this book we have the history in a nutshell, but there is enough of it to thoroughly show what manner of people the Romans were, why they were so successful in extending their conquests, and why the mighty empire finally crumbled to pieces. There is a fine map of Italy and adjacent countries, several smaller maps, and a fine full-length picture of Caius Julius Caesar. Names of prominent places and persons are printed in heavy type. This will be of great assistance to the student, as will also the subheads that are judiciously distributed. The book is well made—the paper, printing, binding, etc., being first class. At the close a few pages are devoted to giving specimen examination papers.

ONE MAN'S STRUGGLE. By Rev. Geo. W. Gallagher. 12mo. 169 pp. Cloth, \$1.00. New York: Funk & Wagnalls.

This is a temperance story founded, as the author says, on "hard, stern facts," telling of a young clergyman, who left a quiet village and went to a new England manufacturing town. There he began a war upon saloons in spite of the warnings of polite deacons and the opposition of leading members and parishioners. A revival fills his church, but with the poor, while the wealthy withdraw. Mr. Barnes is a type of many a brave, conscientious man who has battled heroically for the right amid many difficulties, and of whose struggles and triumphs the world usually knows but little. The book is useful as well as entertaining. The picture of society in the city is well drawn and true to life. It is a satire on some sorts of church people, and, although it is apt to sting these, the temperance reformer who believes in carrying on an aggressive campaign against the liquor traffic will be inspired by it to greater efforts. The effect of the book is wholesome, and it will be likely to greatly aid the cause in behalf of which it was written.

THE TREES OF NORTHEASTERN AMERICA. Illustrations from original sketches. By Charles S. Newhall, with an introductory note by Nath. L. Britton, E. M., Ph. D., Columbia college. New York: G. P. Putnam's Sons. 250 pp. \$2.50.

How many are there who, in going through a forest near where they have lived all their lives, can name half the trees they meet on their way? We are strangers, for the most part, to these friends whose branches and leaves give us shelter, whose wood helps to keep us warm, and whose fruit and nuts furnish food; and yet there is no study that is more interesting than that of trees, and none that yields more satisfactory returns. The subjects for study are all around us. If there has been excuse for neglecting the study heretofore there is much less now since the Putnams have given us this handsome volume, describing all the trees in our latitude. The illustrations showing the leaves, nuts, cones, etc., nearly all of the natural size, are numerous. The species described are divided into trees with simple, alternate leaves; trees with simple, opposite leaves; trees with simple, indeterminate leaves; trees with compound, alternate leaves; and trees with compound, opposite

leaves. They include all the native trees of Canada and the northern United States east of the Mississippi river. Mention is also made of the more important of the introduced and naturalized species. A "guide" is given on page 1 by which any specimen can be readily found. The book throughout is furnished with ornamental headpieces, and in every way is a fine specimen of the book-maker's art.

A PRIMER OF PEDAGOGY. By Daniel Putnam, teacher of pedagogy in the Michigan State Normal School, Lansing, Mich.: H. R. Pattengill, publisher. 108 pp. 25 cents.

In the space the author marked out for himself he could only give what might be called an outline of pedagogical science. If thoroughly studied, however, the teacher can gain from it the essential principles and thus be prepared for the study of larger works. It will be especially useful to those who have not the time to pursue an extended course. The headings of the chapters will show the scope of the work: "The Teacher's Work," "The Child," "The Development of the Child," "Instruction or Teaching and Training," "Suggestive Applications of Laws of Mind," and "Moral Development, Instruction, and Training." Each chapter has a summary at the end, and there are also questions for review.

FAR WEST SKETCHES. By Jessie Benton Fremont, author of "Souvenirs of My Time," etc. Boston: D. Lothrop Co. 206 pp. Cloth, 12mo. \$1.00.

Mrs. Fremont has long been known as an author of bright and entertaining books, but aside from her literary ability a great interest attaches to her as the daughter of a distinguished United States senator and the wife of "The Pathfinder." Her life has been a stirring and romantic one; she has had the best opportunities of becoming acquainted with distinguished persons and interesting places. Her good descriptive ability enables her to present her experiences in a charming way. In this little book are story-sketches of a Christmas day in Southern California, of the troublous times when Fremont was a leader and a power in the New California, of the Sierras and the "big trees," of a ball on the border, of camp life in California and Arizona, and of many other times and places. She touches the humorous, the tragic, and the noble sides of life, so that her writings have constant variety and unending interest. Mrs. Fremont's "Far West Sketches" will be a fascinating book, for young people especially.

HANDBOOK OF LATIN WRITING. By Henry Preble, A. B. (Harv.), and Charles P. Parker, B. A. (Oxon.). Revised edition. Boston: Ginn & Co. 109 pp. Mailing price, 55 cents.

This handbook is not intended to be an exhaustive work on Latin composition, but merely to make the labor of both pupil and teacher easier by presenting in compact form various necessary points. The principal aim is to fasten the attention of the pupil upon the thought, as it is felt that the ill success in Latin writing is largely due to the habit of translating the words instead of the thought. The essential principles of the first edition have been retained, but the introductory remarks and the suggestions in Part II. have been simplified and otherwise improved. The treatment of Latin word-arrangement has been more systematized, and more explicit suggestions have been given in regard to the subjunctive. A greater proportion of easier exercises have been provided, and all of them rearranged and definitely graded.

REPORTS.

SIXTH ANNUAL REPORT OF THE SCHOOL COMMITTEE OF NORTHAMPTON, MASS. 1889. Alvin F. Pease, superintendent.

The subject of drawing received more careful attention than ever before. Many of the teachers were aroused to a desire to receive further instruction in the subject. Teachers were instructed to give a regular place on their program to the subject of temperance physiology and hygiene. A small pedagogical library was provided that proved of great value to the teachers. Prompt action in dealing with cases of truancy had a very salutary effect.

SEVENTEENTH ANNUAL REPORT OF THE SCHOOL COMMITTEE OF FITCHBURG, MASS. 1889. Joseph G. Edgerly, superintendent.

In an enrollment of 3,300 only 250 had reached the age of fifteen years. The free text-book system increased the number in the higher grades considerably. The truancy officer did effective work. Much was done to prevent truancy and unnecessary absence by visiting the homes of the children whose attendance was irregular, and talking with the parents. He found that truancy was invariably the result of neglect or defective home training.

ANNOUNCEMENTS.

GINN & Co. have just published Shelley's "Defense of Poetry," which may be regarded as a companion piece for Sidney's. This edition is the only one now current of the "Defense" printed by itself, apart from other prose works of Shelley.

APPLETON'S "Town and Country" library consists mainly of fiction, including works by North American and foreign authors. It is published semi-monthly, and bound in tasteful paper covers.

G. P. PUTNAM'S SONS announce among their early fall publications A Popular Edition of "Seven Thousand Words Often Mispronounced," The "Sleepy-Hollow" edition of Irving's Popular works, comprising "Alhambra," "Bracebridge Hall," "Crayon Miscellany," "Knickerbocker," "Sketch-Book," and "Wolfert's Roost," and "Holland and Its People," by Edmondo de Amicis, translated from the Italian by Caroline Tilton.

A. C. McCLURG & Co. have among their announcements of books for fall publication a volume of essays by Bishop Spalding. The eight essays have a certain unity of subject, though each is complete in itself, and plead the cause of religion, culture, and the higher spiritual life.

D. LORANOR Co. are preparing new editions of all the books of Margaret Sidney. They have just issued "Hermit Island," a

story of Island life on the Maine coast, by Miss Katherine Lee Bates.

HOUGHTON, MIFFLIN & Co. have recently published "Aids to Scripture Study" by Frederic Gardiner; "Alfred the Great," by Thomas Hughes (new edition); "Rabb and his Friends," by Dr. John Brown (Riverside Classics); "Lighter Hours," selections from Thackeray (Modern Classics); "The Butterflies of the Eastern United States and Canada, with Special Reference to New England," by Samuel Hubbard Scudder, with portraits and many illustrations and maps.

LONGMANS, GREEN & Co. have in press the correspondence of Cardinal Newman, covering the period when he was in the Church of England, with a brief autobiographical memoir. By the subject's request these papers were arranged and edited by the editor of the letters of the late Prof. J. B. Mozley, D. D.

HARPER & BROTHERS will soon issue a new edition of Shakespeare's poems prepared by Dr. William J. Rolfe. This will be the first thoroughly annotated edition of the poems published in this country. The notes will embrace the results of the latest investigations and discoveries relative to the history of the sonnets, together with much bibliographical and other information of value to Shakespearean students.

CATALOGUES AND PAMPHLETS RECEIVED.

Educational Leaflets of the College for the Training of Teachers, New York. No 54: "The Municipal Libraries of Paris," by Dr. Nicholas Murray Butler.

Report of the Landed Property of the Buena Vista Company, by W. H. Ruffner. Philadelphia: Dando Printing and Publishing Company.

Outline of Work in History for the First Nine Years of School Work, by Grace Darling, teacher of history and literature in the Oshkosh, Wis., state normal school. This is a graded course that will gradually aid in the study of leading events of ancient and modern times. A great part of the space of course is given to United States history. The suggestions concerning methods will be found valuable. Several pages are devoted to a graded list of reference books.

MAGAZINES.

The *Arena* for October presents a fine literary feast. W. H. H. Murray writes of "An Endowed Press." There is a frontispiece portrait of him. Prof. Scarborough's article on "The Race Problem" is accompanied by a portrait of the author. In view of the recent discussion of modes of execution the paper on "The Death Penalty," by George P. Shady, will be of great interest. James T. Hixby contributes a discriminating article on "John Henry Newman, and the Catholic Reaction." Other articles we will mention are: "Development of Character in the Schools," "Our Un-church'd Millions," and "The Prorogation of the British Parliament."

In the October *Atlantic* the departments of criticism, history, biography and romance are well represented. In criticism we have "Henrik Ibsen: His Life Abroad and Later Dramas," by E. P. Evans and "Hexameter and Rhythmic Prose," by George Herbert Palmer. Among the articles that bear on history are: "Altdorf and the Landsgemeinde of Uri," by W. D. McCracken and "Benedict Arnold's Treason," by John Fiske. "A Wandering Scholar of the Sixteenth Century" carries us back to the great religious and intellectual awakening of that time. Margaret DeLand's "Sidney," Fanny N. D. Murfree's "Felicia" and Dr. Holmes' "Over the Teacups" are continued. The latter closes with a charming poem entitled "At the Turn of the Road." Josiah Hoyce discusses some of the qualities of the late Gen. Fremont.

The *Ladies' Home Journal* for October presents a tempting array of articles and poems. Everything is short and bright. Mrs. Margaret Bottoms begins a department devoted entirely to "The King's Daughters." P. T. Barnum reveals a valuable secret, "How I Have Grown Old." A. Bogardus tells about "Presidents I Have Photographed." Mrs. Grant relates how the great soldier courted her.

Dr. Charles M. Andrews, of Bryn Mawr college, will publish in the October number of the *Annals of the American Academy of Political and Social Science* an interesting article on the "Beginnings of the Connecticut Towns." The constitution of 1699 has a wider than local interest, since it was the first written constitution the prototype of republican government on this continent. It is a question of no small importance, therefore, whether the constitution was founded by the towns as such or by the people. This is the question discussed by Dr. Andrews. A painstaking study of the facts leads him to the conclusion, in opposition to the late Alexander Johnston and many others, that Connecticut drafted its organic law on the theory "that the sovereignty of a state is in the people of that state."

The twentieth anniversary of the *Century*, and the beginning of its forty-first half-yearly volume, will be celebrated by the publication of the November number. The coming volume will contain a series of separate illustrated papers on the romantic movement to California in 1849. W. Woodville Rockhill will give in a series of illustrated papers the story of his travels in Tibet. Nicolay and Hay will contribute several papers on the personal traits of Lincoln. The adventures of war prisoners will form a prominent feature. There will be a brief series of articles by officers who have served with the great Indian fighters—Custer, Mackenzie, Crook, and Miles. Stories will appear by Edward Eggleston and Frank R. Stockton, entitled "The Faith Doctor" and "The Squirrel Inn" respectively. There will be many other interesting features.

The *Political Science Quarterly*, for September opens with a timely article by Fred Perry Powers on "Recent Centralizing Tendencies in the Supreme Court," including a discussion of the Original Package Case. George K. Holmes, of the Census Bureau, describes the successful "State Control of Corporations," in vogue in Massachusetts; and Prof. E. R. A. Seligman continues his study of the "Taxation of the Corporations," criticising the various methods of assessment. "Historical Jurisprudence in Germany" is the subject of a careful essay by Dr. Ernst Freund, and Wm. Chauncy Langdon writes on "Italy and the Vatican."

Philosophy versus Oxygen.

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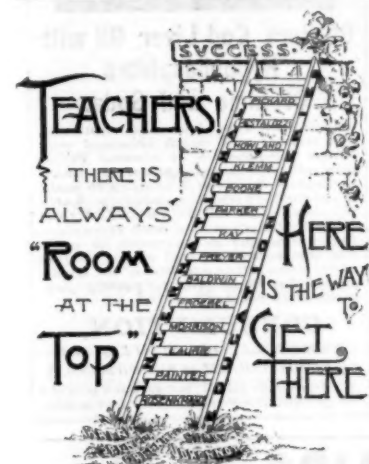
Helps in Geography.

teachers as well as pupils. Supt. K. RTLAND, Holyoke, Mass., orders a second hundred, and says: "It is the most useful book that has ever been given to this department."

BOSTON orders 2,500 *Jackson's Astronomical Geography* (Price 40 cts.), for the grammar schools. Miss CROCKER, late Supervisor of Geography in the Boston Schools, says: "It is the best presentation of an important side of Geography that I have ever seen."

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An observer relates the following about a mill spider: "I bought some fly paper not long since, and laying it down close to the spider's hole, awaited results. Pretty soon some flies began to get stuck to it, and the spider smelled them and began to get hungry for fly meat. He approached the paper very cautiously and felt it with one foot. It stuck. He drew back and seemed to be in a deep study, for a time, when an idea seemed to strike him and he crawled upon the flour chest, dipped his feet in the flour and tried the fly paper again. The flour on his feet kept him from sticking to the paper and he walked in and got his fly. He will repeat this at any time I get a fly paper and any flies are stuck to it."

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In the *Revue Scientifique* of a recent date is related the following: "One day my house cat rushed into my room, having in its mouth a sparrow caught in the neighboring garden. Scarcely had puss entered the room when she let the bird free, evidently with the purpose of playing with it. The sparrow, having one of its wings injured, could not escape by flying, but boldly began to attack its huge enemy by fierce blows on the nose with its beak. The cat seemed astonished at the attack, and beat a retreat. From that moment the two seemed to forget their natural instincts and came to a mutual understanding. The truce continued, and gradually grew to a fraternal friendship. They ate, played, and slept together. Often they ran about the house, the sparrow perched on the cat's back, and sometimes carried gently in the cat's mouth, from which it was released on the first wish to be free. When feeding together puss never touched a morsel till her friend had first partaken. Many of my friends came to see the strange sight, and were much amused at the proceedings of the friendly pair. One morning the sparrow, seeing the window open, and its wings being now in good order, took its flight; and I saw it no more. Whether it ever remembered its captivity with regret I cannot know, but I am bound to add that puss did not die of grief on account of losing its companion."

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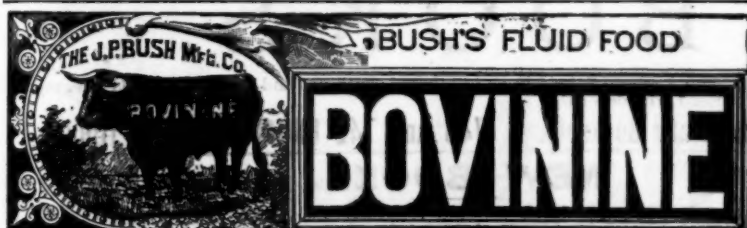
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